DOCUMENT RESUME

ED 038 765 EA 002 844

AUTHOR	Palomares, Uvaldo H.
TITLE	Special Needs of Mexican-Americans: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 27.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	68
NOTE	146p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$0.75 HC Not Available from EDRS.
DESCRIPTORS	Bilingual Students, Cultural Disadvantagement, Curriculum Development, Decision Making, Defacto Segregation, *Disadvantaged Youth, *Educational Planning, Human Relations, *Master Plans, *Mexican Americans, Negative Attitudes, Self Concept, *Urban Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

Educational needs of Mexican-Americans in the Fresno City Unified School District are assessed as part of PROJECT DESIGN, funded under ESEA Title III. Representative cross-sections of both the Mexican-American and non-Mexican-American populations of Fresno were contacted. Individuals interviewed in groups and individually totalled 153. The sample of Mexican-Americans included children, young adults, parents, professionals, and organizations. The non-Mexican-American population was composed of citizens, teachers, principals, school managers, and administrators in city agencies involved with Mexican-Americans. A classification matrix established for all the reports of PROJECT DESIGN is used to organize the data and recommendations. The major conclusion is that a negative self-image exists among Mexican-American students and that negative school conditions surround them. Recommended changes in the attitudes of educators and educational procedures are outlines. Related documents are EA 002 841, EA 002 843, and EA 002 845. (MF)

ED038765

EA 002 844

Best Copy available

EDUCATIONAL NEEDS

27. SPECIAL NEEDS OF MEXICAN-AMERICANS

FRESNO, 1968

INSTRUCTIONAL MATERIALS CENTER
FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038765

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

Board of Education

Ann M. Leavenworth, Ph.D., president
William C. Meux, clerk
William Dienstein, Ph.D., member
H. M. Ginsburg, M.D., member
J. E. Young, M.D., member

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Administrative Staff

Erwin A. Dann, superintendent
Reid W. Gromis, assistant superintendent - personnel
Robert S. Miner, assistant superintendent - instruction
Dr. Robert A. Webber, assistant superintendent - business
Robert A. Hansen, director - planning and research
Dr. M. Marty Santigian, director - information services and human relations

Project Staff

Dr. Edward E. Hawkins, project director
William P. Booth, coordinator of research and evaluation
Larry Matthews, research assistant
Dr. Louise R. Pierce, research assistant
Dr. Richard Sparks, editing consultant
Richard M. Mallory, editing
Alan E. Lubic, editing

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

27. SPECIAL NEEDS OF MEXICAN-AMERICANS

UVALDO H. PALOMARES:	-A.B. Chapman College -M.A. San Diego State College -Ed.D. University of Southern California, Educational Psychology and Elementary Administration
Position:	-Assistant Professor, Department of Counseling and Guidance, San Diego State College -Co-Director, Human Development Training Institute, San Diego
Organizations:	-Mexican-American Educators Coordinating Council for the California State Department of Education -California Teachers Association -National Education Association -Board of Directors, Neighborhood House, San Diego -IMPACT -CACES
Member:	-National Advisory Committee on Educational Laboratories -Board of Directors, California Council for Educational Opportunity, Inc.
Publications:	-A Program for Migrant Education (Co-author) -Methods in Human Development (Co-author) -"Evaluation of Mexican-American Students for EMR Classes" (Co-author) -"The Role of Mobility in the Acculturation Process of Rural, Migrant, and Non-Migrant, Disadvantaged Mexican-Americans in the Coachella Valley" -"A Study of Some Ecological, Economic, and Social Factors Influencing Parental Participation in Project Head Start" (Co-author) -"An Evaluation of the English as a Second Language Program in the San Diego City Schools" (Co-author) -"The Education of the Mexican-American" -"The Wasco Report" (Co-author) -"Mexican-American Attitudes Toward the Schools" -"The Self-Concept of the Mexican-American"

TABLE OF CONTENTS

Initial charge 1

Experimental Design 1

Major Conclusions 2

Classification Matrix of Needs 3

Historical Detail 24

Methodology Detail 25

    Background Comments 25

    Popular Description 26

    Research Technique - Interview Form 30

    Analysis Chart 31

Concluding Statement 33

Appendix

    Interview Form 34

    Meeting Phases 35

    Interviews 36

    Problems Demanding Immediate Attention 51

    Roosevelt Recommendations 52

    Resolutions 53

    Mexican-American Student Involvement at Roosevelt High School 54

    Proposed Human Relations Program 58

    Communication Regarding Identification and Assignment of Educable Mentally Retarded Minors 60

    Recommendations of Fresno Teachers Association Improvement of Instruction Committee 62

    Sub Committee Report on Staffing Problems in West Fresno Schools 68

Sequoia Junior High School Adjustment Room 71

Human Relations Program Proposal from Edison High School Staff 74

Letter from Association of Mexican-American Educators Fact-Finding Committee 88

Major Conclusions Identified by Project Staff 91

INITIAL CHARGE

It was the purpose of this consultant specialist to organize, conduct and prepare an educational needs assessment of Mexican-Americans in the Fresno City Unified School District. The manner in which the data was to be organized and conducted was to be done according to the consultant's own personal style. The preparation of the data was to procede via certain guidelines prepared by the Project Design staff. It was the purpose of these guidelines (Product Specifications Format) to sharpen, guide and render the needs to be integrated with the findings of other consultant specialists.

Specifically this consultant was charged with the study of the educational needs of the Mexican-American. To do this, contact was established with representative cross sections of both the Mexican-American and non-Mexican-American populations of the City of Fresno. These individuals were interviewed in a manner which would elicit statements of need or information that might be interpreted as a statement of need by the consultant.

EXPERIMENTAL DESIGN

In brief, the following experimental design was employed for obtaining and analyzing the educational need data presented in this report. Educational needs and solution data were obtained from a cross sample of Mexican-Americans and non-Mexican-Americans in the population. The sample included Mexican-American children, young adults, parents, professionals and orgainzations. The non-Mexican-American population was composed of citizens-at-large, teachers, principals, school managers and administrators in large city agencies involved with Mexican-Americans. The total number of interviews was 53 and the total number of individuals interviewed in groups and individually was 153.

The educational need data were collected by the use of an interview form which was simple and flexible enough to allow the consultant to use his clinical ability in communication, yet had enough structure for some degree of consistency in the data gathered. These data were then assessed for numerical repetition amongst individuals and groups interviewed. Needs were abstracted and similarly analyzed from written documents. The data thus obtained and analyzed were submitted to interpretation and elaboration via the Needs Classification Matrix used as the key communication instrument of this study.

MAJOR CONCLUSIONS

The Mexican-American individual needs to develop and be helped to develop a better self-image in his school relationships. This learner need appears closely related to the need of educators and the public at large to bring to the surface and explore generally unexamined preconceived views they have concerning the Mexican-American and the negative school conditions which surround him. This latter general need must be dealth with first before anything else can start happening since it has led to the devastating conditions which impede progress at every step of the way.

The preconceived views of the majority concerning the Mexican-American lead to what can be best described as the "cultural isolation" of this group. Two key preconceived views seem to be associated with and perhaps lead to cultural isolation. The first is the general diffused feeling that those things which are of the majority are better. This is known in its extreme cases as "racism". The second view is the preconceived notion that needs associated with the position of a minority in this country are not legitimate educational considerations. For example, if a child has a speech problem related to a cleft palate, special speech work is done at the expense of the general budget. But if over 30% of an entire school population have speech problems related to a Spanish-English bi-lingual background, not one cent of the school budget is allocated. This failure to deal with the unique features of an identifiable school population, whether done purposely or by oversight, still leads to the cultural isolation which is so devastating to the self-image and the consequent school conduct of the Mexican-American.

CLASSIFICATION MATRIX OF NEEDS

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
A. SOCIAL AND CULTURAL EDUCATION		
1. Individuals understand their social, cultural and historical background.	1. A committee of Mexican-American students agreed that there was a lack of understanding by administrators and teachers of the cultural background of the Mexican-American (see Appendix page 53 for list of resolutions).	1. The learner needs continuous sequential instruction in social, cultural and historical information pertinent to his uniqueness so that he may become a more socially and emotionally integrated individual.
	1. The vast majority of individuals interviewed, both within and without the system, made reference to the lack of understanding by those within the system of the unique social, cultural, and historical characteristics of the Mexican-American.	
	1. The AMAE made specific reference to the dire paucity of knowledge of the Mexican-American by those charged with his education.	

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
1. Teachers need sequential instruction on the historical, cultural and social background of those significant number of students whose background might be different from theirs (the teachers) so that they can better be able to do the following: 1.1 Understand the unique learning strengths and weaknesses of the students and thereby be better able to teach them. 1.2 To teach the student about his background so that he may understand himself.	1. Administrators and supervisors need instruction on the historical, cultural and social background of those significant number of students whose background might be different so that they can better understand the unique learning strengths and weaknesses of the students and thereby be better able to make administrative decisions in: 1.1 curriculum 1.2 personnel 1.3 special services 1.4 home-school relations, etc.	1. District managers need instruction on the historical, cultural and social background of those significant number of students whose background might be different from theirs so that they can better be able to make administrative and fiscal decisions and initiate intensive school personnel training programs including administrators, supervisiors, teachers, counselors, etc.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
1. Parents encouraged to become involved in the learning of their cultural, social, and historical backgrounds so that they may also help teach their children.	1. Leaders need to publicize events, classes and situations promoting the cultural, social and historical background of the Mexican-American.
	1. Leaders need to make available personal knowledge concerning the cultural, social and historical backgrounds in the form of consultant services to the school.
	1. Leaders need to encourage involvement (and thereby acceptance) of the local Mexican-American community in the development of programs by the district concerning the cultural, historical and social backgrounds of themselves and their children.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
B. HIRING OF MINORITY GROUP REPRESENTATIVES		
2. Students readily see and understand that those with unique characteristics like their own can strive for and obtain all positions in the system.	2. A committee of Mexican-American students from Roosevelt High School agreed that Mexican-American conselors were needed in areas of high Mexican-American population. They added that the hiring of minority groups should be increased and that there should be more teacher-aids for minority and low income groups. 2. The majority of indigenous Mexican-Americans interviewed stated that Mexican-Americans with similar cultural development as the students should be hired. School administrators hesitantly, but unanimously agreed that minority group models were needed in the schools. 2. The AMAE and CSO combined groups made reference to the need for Mexican-American counselors and teachers.	2. The learner needs exposure to those whom he identifies as being one of his own background in important positions to serve as models. 1.1 Individuals who speak his language 1.2 Individuals who are of his same color 1.3 Individuals who to some extent, adhere to some of his values.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
2. Mexican-American teachers need to develop an awareness of the importance of their being in areas of high Mexican-American predominance because of their values and image.	2. Administrators and supervisors need to develop an awareness of the importance of models in the lives of children.	2. Managers need to develop recruitment procedures which would more readily make accessible Mexican-American models to the students by making characteristics of color, background, and language positive variables in hiring.
2. All teachers need to develop an awareness of the importance of the Mexican-American teacher in promoting better relationships between school and student.	2. Administrators and supervisors need to help articulate the need of Mexican-American models.	2. Managers need to encourage administrative and supervisorial staff on the school level to more adequately articulate the need for models.
		2. Managers need to develop programs for the visiting of significant community leaders to Mexican-American children in schools of their district.

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
2. Parents should understand the need for adequate models for their children in both the school and the home	2. Individuals in leadership positions who are aware of the need for models in the development of the children should visit the schools for exposure to the children.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
3. Students are educated by individuals who have backgrounds similar to them and therefore can communicate better with them.	3. A committee of Mexican-American students from Roosevelt High School agreed that Mexican-American counselors were needed in areas of high Mexican-American population so that they may better understand their problems.	3. The learner needs continuous sequential instruction by individuals who can communicate with him because of the teachers experiential background.
		3. The learner needs instruction by individuals who speak Spanish and can therefore communicate better with the student.
	3. Same as 2 and 2.2.	3. The learner needs instruction by individuals who are aware of the subtle cultural divergencies between the Mexican-American and Anglo culture and can therefore better communicate with him.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
3. All teachers, except Mexican-American teachers, should be aware of the unique advantage of being an individual who has similar background in language, culture and appearance to the student.	3. Administrators and supervisors need to be aware of the unique position individuals with similar backgrounds to the students find themselves because of the educationally useful experience they may offer.	3. Managers should encourage the understanding of all individuals in the school system of the unique contribution the Mexican-American teacher can make because of his experience and knowledge of the Mexican-American background.
		3. Managers need to expedite the hiring of Mexican-Americans by making the factors of background, culture and language critical variables in hiring.

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
3. Parents need to encourage the school to hire more Mexican-American educators.	3. Leaders need to help the schools recruit Mexican-American educators and other professional individuals.
	3. Leaders need to encourage graduating students from the high schools to return and finish their college education by allowing individuals to become profit sharers in their own land.
	3. Leaders should establish liaisons in the schools to assist in the recruitment of educators.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
4. Students are counseled and advised by individuals who, because of having similar background as the students, have more compassion and drive in their relationships with them.	4. The Roosevelt High School committee of Mexican-American students agreed that Mexican-American counselors were needed in areas of high Mexican-American population.	4. Counseling and guidance by individuals with similar backgrounds to the students is needed for better communication.
	4. A vast majority of Mexican-Americans interviewed in Fresno stated that Mexican-American counselors with similar backgrounds to the students should be hired.	
	4. Same as 2.	

FUNCTIONAL NEEDS

IV. TEACHERS IN THE CLASSROOM	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
4. Teachers need continual exposure to compassionate Mexican-American educators who can communicate the intricate differences between cultures particularly as these differences **relate** to the emotional, social development of children.	4. Administrators and supervisors need to develop an awareness of the advantages that the Mexican-American educator has because of his unique cultural background in the understanding of these students problems.	4. Managers should encourage awareness of knowledge concerning cultural background in the counseling and guidance of children and of the importance in the compassionate relationship resulting from similar experience.
4. All teachers need to develop an awareness of how useful such Mexican-American educators can be to them. They must also develop an awareness of the influence they can have in bringing more Mexican-American educators to their schools through legislative action.		4. Managers should set up recruitment procedures that would emphasize the positiveness of Mexican-American language background and color in the establishing of compassionate counseling.

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
4. Parents should be encouraged to look toward Mexican-American educators as individuals who have a high potential for establishing good counseling and guidance relationships with their children.	4. Leaders should encourage Mexican-American educators to become involved in community affairs so that they can reawaken the compassion and the feelings that they might have had in their childhood to better understand the youth they teach.
4. Parents should be encouraged to help the children establish communication with the Mexican-American educators.	4. Leaders need to encourage youth to take advantage of the counseling and guidance services of Mexican-American educators and counselors.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
C. FREE PUBLIC EDUCATION FOR ALL		
5. Students have benefits of all public education and an individual's lack of money does not interfere with any aspect of his educational experience.	5. A committee of Mexican-American students and a small number of those interviewed individually referred to the expense of their lunch programs. (see Appendix)	5. The learner needs continual exposure to those extra-curricular experiences which lead to an understanding of the broader culture.
	5. There was diffused but persistent reference by indigenous Mexican-Americans interviewed to the lack of participation in certain educational experience (games, dances, field trips, etc.) because of lack of money. (One of these references was checked out and found not to be true for the Fresno City Schools. This was in reference to student body cards being made necessary for sports and voting, yet the cards were supposedly not free. Fresno City Schools do have free cards however.)	5. The learner need accessibility to social activities which many times represent areas where minority group members can achieve within the normal limits, unlike the type of class he might find himself in school because of his slow achievement ability.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
5. Teachers need to develop an awareness of the need for the exposure of students to all aspects of extra-curricular activity because of their socialization value.	5. An awareness should be developed in administrators and supervisors of the need for participation in extra-curricular activities of Mexican-American students because of their socialization value.	5. Managers should develop an awareness of the importance of the extracurricular activities as needed for socialization experiences for Mexican-American students.
	5. Administrators should develop an awareness in their teaching staff of the socialization value of extracurricular activities and of the constant interference in this needed educational experience because of the lack of money.	5. Insertion of this principle into all of the pre-service and in-service training of teachers and other professionals is needed to insure their awareness of the importance of extracurricular activities in the socialization process of children.
	5. Administrators need to develop a constant watch to prevent the development of extracurricular activities and social functions which, because of their nature, handicap those with low funds in participation.	5. Managers should maintain a constant watch to insure that the lack of proper finances does not interfere in the educational processes inherent in extra-curricular activities.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
5. Parents should develop an awareness of the importance of extracurricular activities to the understanding of middle class Americans by their children.	5. Leaders should develop an awareness of the importance of extracurricular activities in the socialization and education of Mexican-American children.
5. Parents need to watch the schools to insure that their children are not being left out of experience because of lack of enough money. Parents can aid the school in detecting such situations.	5. Leaders are needed to help the school maintain a constant watch to assure that the lack of money does not keep any student from an educational experience by: 5.1 Aiding the school in understanding the pride of the Mexican-American which does not allow him to admit low finances when such may be the case for lack of participation. 5.2 Aiding the school in communicating to the parents the need for youngsters to participate in extracurricular activities.
5. Parents need to bolster and encourage the participation by their children in extracurricular activities.	5. Leaders should establish programs for the provision of help to the students when situations may occur which the school cannot provide the financial support of students. Sometimes this is a border-line decision to make on whether an experience is associated with the school or not, yet its educational value may far exceed any in-school activity.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
D. INVOLVEMENT OF ALL SEGMENTS OF THE POPULATION IN EDUCATION		
6. All adult segments of the population are involved in the decision making processes of their schools.	6. The vast majority of Mexican-American adults interviewed made statements which indicated alienation from the decision making process of the schools either admittedly from the lack of their own interest or the lack of outreach by the school.	6. Instruction needs to be inclusive of values (in this case, linguistic or cultural) which are closely associated with the student.
	6. In all groups interviewed, including the very poor and middle class Mexican-Americans, direct and powerful statements were made concerning the linguistic and cultural alienation of Mexican-Americans from the decision making processes of the school at all levels from the local P.T.A. meetings. (This was verified by a paper presented by the A.M.A.E. fact finding committee.)	

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
6. The teachers need to become aware of the need to communicate with parents of culturally divergent backgrounds in order to better understand their children.	6. Administrators need to develop an awareness that Mexican-American adults don't have the tools for communicating with schools to let their needs be known.	6. Managers should develop an awareness of the need to establish communication with Mexican-American parents in order to better educate the children.
6. Teachers need to become aware of their inadequacies in such communication with their Mexican-American students and must ask for help from individuals who can communicate with parents better than they through: 6.1 Teacher-aids 6.2 Home-school co-ordinators 6.3 Other Spanish-speaking personnel in the school.	6. Administrators should develop a liaison with the parents who have out-reach qualities not commensurate with traditional middle-class methods of communicating.	6. Managers need to include at the managerial level, individuals who have the capability of communication with Mexican-American parents. (This includes cultural and linguistic ability.)
	6. Administrators should reassess the P.T.A. and its way of communicating with parents.	6. Inclusion in pre-service and in-service training and emphasis on the need to explore new methods of communication with Mexican-American parents is needed.
		6. More aggressive communication with parents is needed through community co-ordinators who speak both English and Spanish.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
6. Parents need to develop an awareness of the need to become involved in the decision making process of the school.	6. Leaders need to become aware themselves and help the parents develop an awareness of the need to get involved in the decision making processes of the education of their children.
6. Parents need to develop an awareness of the importance of their attending school board meetings and school functions to be better able to make their feelings known to the school concerning the education of themselves and their children.	6. Leaders need to keep a constant watch and communication with the members of the school board and other significant individuals in the district to let them know what the population is thinking.
6. Parents need to be educated in the need to vote in school board elections to make their feelings known in the traditional American way.	6. Leaders must actively strive to put individuals representing the Mexican-American segment of the population on the school board to maintain consistent communication with this decision making body.
6. Parents need to be educated in the differencein the educational system in Mexico from that of the educational system in America which allows for, and demands, involvement of all segments of the population in the decision making processes.	6. Leaders should establish an educative means of informing Mexican-Americans of their rights and responsibilities in communication with the school.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
7. All segments of the student body participate in, and therefore feel bound to, the decisions made by the school.	7. Statements by the majority of Mexican-American students interviewed inferred that they did not feel included in the decision making processes in the school which other students were being included in, particularly as they were related to student body activities.	7. The student needs to have a feeling of involvement in decision making so that he will willingly carry out decisions. 7. The student needs to have a feeling of being wanted and listened to by those who are teaching him.
	7. The students felt that the school did not feel them unique in any way in their manner of teaching the Mexican-American. (This feeling was not always stated as a negative one.)	7. The student needs to feel involved in his academic training.
	7. A statement made by a committee of students (see Appendix page 51) referred to a grievance committee of personnel and students to consider their particular needs.	
	7. A majority of principals and administrators interviewed mentioned that they were starting committees of one kind or another to establish more meaningful communication with the students.	

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	VI. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
7. Teachers should establish communication with school community, co-ordinators, teacher-aides, and counselors to discover how these students really feel about the teachers to thereby improve their teaching.	7. School administrators and supervisors need to develop an awareness that the traditional means of communicating with middle class students do not work as effectively with disadvantaged students.	7. Managers should develop an awareness that the traditional means of communication with middle class students by school personnel does not necessarily work with Mexican-American students.
7. Teachers need to expand their sphere of communication with the students to include teen clubs and other facilities in the community to: 7.1 observe the means to communicate with the children 7.2 listen carefully to students while they are at the clubs to find out how the teachers could include these methods in the classroom.	7. Administrators need to set up grievance committees to find out what the students are really thinking.	7. Managers need to include pre and in-service training in their means of communicating with the Mexican-American students.
	7. Administrators need to communicate with counselors, school-community co-ordinators, teacher-aides and teachers who might have a keener awareness of how the students feel about the school.	7. Managers should encourage administrators to become more aggressive in finding means of communicating with the Mexican-American students.
7. Develop means of communicating with children through small groups who would give feedback to the teacher on how she is doing in communicating with her students.	7. Administrators need to become more involved in the affairs surrounding their local school and to visit and become part of all segments of the population including the Mexican-American population, attending their dances, churches and entertainment places.	7. Managers need to allow for school-community co-ordinators, counselors, and teacher-aides who may help with communication with students.
		7. Managers need to encourage principals to set up systems of communication with the students so that the students can feel included in the decision making process of the school.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	VI. ADMINISTRATION IN SCHOOLS (continued)
7. Teachers need to develop an awareness of the need to involve Mexican-American students in a more aggressive way than middle class students because of: 7.1 Traditional ways of involving middle class students many times exclude Mexican-Americans. 7.2 Because of their lack of experience in being in educational activities, Mexican-Americans have to be persued more vigorously to become involved. 7.3 The language and poverty level of Mexican-American students should be an indication that they will not actively pursue involvement like other students. 7.4 Mexican-American students are not accustomed to actively asserting themselves in their relationships with adults.	7. Administrators should emphasize to their staffs, the need to listen to the opinions of the Mexican-American student.

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
7. Parents should encourage their children to become articulate in what they feel they need in school.	7. Leaders should encourage parents to back up students in communication with the school.
7. Parents need to serve as a vehicle in helping and giving the students courage in communicating with the district by attending meetings with them when problematic situations arise.	7. Leaders need to help schools set up programs to include opinions of students in decision making.
	7. Leaders should help communicate to schools what the students are thinking.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
E. CHILDREN ARE EDUCATED TO THE BEST OF THE SCHOOLS ABILITY		
8. The public school prepares all students to attain higher education if the student has the desire and the ability to continue.	8. References by approximately half of the Mexican-American students and adults interviewed were to the hampering of Mexican-Americans in their efforts to attain higher education by counselors and teachers by their interpretation of tests and grades.	8. Abilities should be adequately assessed for the students potential as a candidate for higher education.
	8. A student committee stated the need for more college prep courses for the Mexican-American.	8. Encouragement is needed in the student's attendance in college prep courses so that the student may go on for higher education if he is assessed to have the right qualifications.
	8. A large majority of those interviewed stated that the lack of Mexican-American student participation in college prep courses resulted in low scores on entrance exams to college and consequential failure to continue in higher education even when the high school felt that the student could have done well in college. (An A.M.A.E. report refers to this need to promote further assimilation procedures.	8. Guidance is needed in the selection of course work which will more adequately lead to the student's future goals.
		8. Exposure is needed to individuals who are aware of the future in relationship to the student's present cultural condition.

FUNCTIONAL NEEDS

VI. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
8. Teachers should develop an awareness that the instruments that they use to assess intellectual academic potential of children were made by and for middle class individuals and may not be as effective in predicting future achievement as the personal opinion of well-educated professional individuals who are aware of the problems of the Mexican-American.	8. Principals, supervisors and counselors should all be aware of the lack of adequacy of present tests in past school achievement in predicting the higher educational success of Mexican-American students.	8. Managers should develop an awareness of the inadequacy of tests and past school achievement in predicting future higher educational success in Mexican-American students.
8. Teachers should strive toward putting more emphasis on drive in Mexican-American students than in measured scores on tests or past grades.	8. Administrators should make a special effort to continually educate and keep in focus the teachers' need to use common sense in predicting the future success of Mexican-Americans in higher education.	8. Managers need to review procedures and the use of past performance and grades as a means of referral for higher education so that more adequate systems of selection and re-referral can be set up.
8. Teachers need to develop an awareness of their role in guidance and counseling of Mexican-American students who may not have such experiences in the home.	8. Administrators should develop an awareness of the many federal, state and local programs designed to help Mexican-American students obtain higher education which are not dependent on grades and high scores on tests.	8. Managers need to recruit counseling and testing specialists who are bi-lingual for the more adequate prediction and assessment of Mexican-American students for higher education.
8. Teachers need to develop an awareness of the many programs which are available to minority group Mexican-American students in pursuing future educational goals.	8. Administrators, supervisors, and counselors should maintain a constant awareness that guidance and counseling service of Mexican-American students should be given high priority in that many of these students do not receive these services at home as in the case of many middle class students.	8. Particular emphasis should be placed on the on-going instruction of counselors in the referral of Mexican-Americans.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
8. Develop in the parents the awareness of the inadequacy of grades and test scores in predicting the future achievement of students in higher education.	8. Leaders should help in the selection of counselors who are aware of proper testing.
8. Parents should develop an awareness that higher education is a definite potential for their children because of the many efforts that are now being made to provide education for minority group Mexican-American students.	

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
9. The public school offers special programs to meet the needs of children with special strengths and weaknesses.	9. There were references by many of the Mexican-American organizations to the need to reassess programs for the mentally retarded and misplacement of Mexican-American students in these classes.	9. Adequately assess the student in terms of his learning potential for proper placement. 9. Properly diagnose the student in terms of strengths and weaknesses for proper recommendations of course work.
	9. One high administrative official and two Mexican-American teachers in the Fresno educational system expressed the need to reassess the placement of Mexican-American children in mentally retarded classes.	9. Reassess the student periodically when he is placed in a special situation for possible situation for possible change in learning abilities.
	9. One significant administrator mentioned the present court action being taken against Santa Ana City Unified School District concerning the misplacement of Mexican-American students in mentally retarded classes.	

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS

9. Develop an awareness of the inadequacy of present measuring instruments for the proper measurement of Mexican-American basic mental ability.

9. Develop an awarenss of the cultural and linguistic handicaps that lead to the failure of Mexican-American students in tests and accademic achievement so that referrals to mentally retarded classes will be more realistic.

9. Develop a higher opinion of the teachers themselves as being capable of discriminating between those children who are mentally retarded and those who are not.

9. Learn to rel y on people who speak Spanish and are aware of the cultural divergencies in getting information on the true mental ability of children.

9. Teachers of mentally retarded classes themselves should be aware of the low validity of referral of students to mentally retarded classes by both tests and other teachers.

VI. ADMINISTRATION IN SCHOOLS

9. School administrators, psychologists, psychometrists, counselors, and all people in the intermediate step between the central office and the teachers should be made critically aware of the inadequacy of tests and grades for placement of Mexican-American students in mentally retarded classes.

9. Systems of referrals for Mexican-American children in mentally retarded classes should be reassessed and made more highly critical and inclusive of opinions of those people who can communicate because of cultural and linguistic background with Mexican-American children. (These individuals include counselors, psychologists, and administrators who speak Spanish and/or are of Mexican-American background.)

9. The opinion of Mexican-American individuals in the district who have communication with these students should be listened to closely in that they may be aware of some subtle cultural and linguistic factors which negate placement of Mexican-American children in mentally retarded classes.

VI. MANAGERS OF DISTRICT OPERATIONS

9. Develop pre and in-service training for teachers which critically emphasizes the inadequacies of tests and past school performance in predicting placement in mentally retarded classes.

9. Emphasize other means of testing children's mental ability than the traditional testing established for middle class children.

9. People at the district levels should be made aware of the inadequacies of the traditional means of placement of children in mentally retarded classes.

9. Reassessment of the entire district's placement procedures should be endeavored at once. An overview of the present referral procedures (see Appendix) revealed that the two critical weaknesses of most mentally retarded programs in the state exist in the city of Fresno (Continued on next page)

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	VI. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
Continued	Continued	Continued
9. Teachers of mentally retarded classes should move aggressively to remove children they believe to be misplaced in mentally retarded classes.	9. Principals and supervisors need to make teachers aware of the inadequacy of the tests and grades in predicting the intellectual capacity of culturally and/or linguistically handicapped Mexican-American children.	9. The weaknesses of the Fresno system are as follows: 9.1 The final decision in the placement of children in mentally retarded classes is still left up to a school psychologist who may or may not seek the opinion of a person who is culturally and linguistically attuned to the Mexican-American child. 9.2 The critical instruments for intellectual and academic assessment are still those developed for middle class individuals. (Parent consent is still solicited by the Fresno City Schools, but a critical evaluation of how this is being implemented in the individual districts should be assessed because of its present judicial implications.)
9. Teachers of the mentally retarded should strive to consistently reassess Mexican-Americans who are placed in mentally retarded classes.		

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
9. Parents should be attuned to the true meaning of placement in mentally retarded classes.	9. Leaders should be made aware of the meaning of placement in mentally retarded classes so that they can help parents understand the benefits and the possible handicaps that their children might face in being placed in mentally retarded classes.
9. Realistic information should be given about the type of child who belongs in a mentally retarded classroom, so that the parents can more adequately help make the decision for placement.	
9. Parents who presently have children in mentally retarded classes should be recontacted about the behavior of their children at home to see if there are any reasons to question the placement of their children in mentally retarded classes.	

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
F. AVAILABILITY TO SCHOOLS OF CULTURAL INFORMATION PERTAINING TO SIGNIFICANT MINORITY GROUPS		
10. Students have available text and educational and reference materials concerning their cultural background.	10. There was unanimous agreement of those interviewed concerning the lack of information available on the Mexican-American to both teachers and students. 10. The following three documents make reference to the paucity of materials on the Mexican-Americans cultural background: 10.1 A.M.A.E. Fact-Finding Committee Report 10.2 The Proposal for a Comprehensive Human Relations Program for the Fresno City Unified School District. 10.3 An Overview of Policies and Plans Relevant to Intergroup Relations 10.4 Resolutions by a Committee of Mexican-American Students.	10. Students need to have instruction with the help of textbooks and extra reading material concerning their cultural background to develop their understanding of the following: 10.1 Historical background 10.2 Cultural background 10.3 Present position of his people. 10. Students need available material which allow him to see himself as a significant part of modern society, thereby increasing and adding to his self-image.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
10. Teachers need to have materials that will help them teach Mexican-American children what their role in the past and the present was and is so that they may have a better appreciation of themselves.	10. Administrators need to have reference materials available to them which they can help make available to the teachers so that they can do a better job of teaching the Mexican-American student.	10. Managers need to develop the awareness for the need for curricular materials concerning the Mexican-American past and present.
	10. Administrators need to develop an awareness of the need for reference and curricular material in teaching specific minority groups.	10. Develop an outreach in gathering materials that are now being developed by many sources which are aggressive.
		10. Encourage educators in the system to continually develop materials themselves concerning the Mexican-American because of paucity of materials.
		10. Establish workshops and laboratory situations where teachers can congregate and share with each other the information and materials that they have about the Mexican-American.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
10. Parents need to develop an awareness of the importance of their childrens' learning about their backgrounds via the materials and curriculum.	10. Leaders should develop an awareness of the need for curriculum and library resource materials to help enhance the image of the Mexican-American.
	10. Leaders should make themselves available as resource people to the district in the development of materials for the Mexican-American.
	10. Encourage parents to give information to their children about their background.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
11. Educators have information available to them concerning ethnic groups which helps them teach to their particular strengths and weaknesses.	11. There was unanimous agreement of those interviewed concerning the lack of information available on the Mexican-American to both teachers and students.	11. Students need sequential instruction which takes into account their own unique strengths and weaknesses.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	VI. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
11. Teachers need to understand the particular strengths and weaknesses of minority groups in the schools. They must have the following to adequately understand: 11.1 Textbooks 11.2 Resource materials 11.3 Instruction in their use.	11. Administrators must have readily available material which they can make assessible to the teachers so that they can better understand the children with whom they are working.	11. Managers need to establish central disseminating centers of information concerning Mexican-Americans to teachers.
	11. Administrators need to have an awareness that the teachers need curriculum and theoretical material concerning particular ethnic groups that they are working with.	11. Contact is needed with agencies which are turning out materials for teachers on the Mexican-American so that they can readily get the resource material they need.
	11. Principals need knowledge concerning the resource materials that are already available at the district levels so that they can make these available to new incoming teachers.	11. Establish pre-service and in-service programs which continually help expose the teachers to new materials coming out on the Mexican-American.
		11. Help establish workshops and institutes designed to help the teachers develop and trade materials amongst themselves.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
11. Parents need to develop an awareness of the need for teachers to have materials designed to help teach Mexican-American children better.	11. Develop an awareness of the need for teachers to have better materials to more adequately meet the needs of Mexican-American youths.
	11. Involve the leaders in the workshops and institutes in some way so that they can help teachers understand information emerging on the Mexican-American.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
G. OUTREACH OF SCHOOL TO COMMUNITY		
12. School reaches out to community taking into account divergencies because of cultural background.	12. Questioning of school administration revealed few efforts to take into account the uniqueness of the Mexican-American by administrators and teachers when communicating with the home.	12. Learner needs to have his strengths and weaknesses known by teachers so that he can be more adequately taught.
	12. Mexican-American parents showed little knowledge of school efforts to communicate with them.	12. Learner needs to have the feeling that the teachers care about him enough to go to see him where he lives.
	12. There was universal surprise of Mexican-American students to the writer of this report when he would gather data in out-of-the-way places like local neighborhood playgrounds, bars, Mexican-American fiestas, etc.	
	12. The following three papers make reference to this point: 12.1 A.M.A.E. Fact Finding Report. 12.2 Questions asked by Committee of Mexican-American students. 12.3 A Comprehensive Human Relations Program for the Fresno City Unified School District.	

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
12. Teachers need improvement in their ability to communicate with the student on his own territorial grounds.	12. Administrators and supervisors need exposure to the Mexican-American on his own territorial grounds where his weaknesses and strengths are both seen in a more natural fashion.	12. Managers should develop pre-service and in-service programs designed to help teachers broaden their interpretation of where the school belongs in the community to include situations where the Mexican-American can be better understood.
12. Teachers need to gain information concerning the likes and dislikes of the Mexican-American in situations in which the Mexican-American feels comfortable.	12. Administrators and supervisors should encourage the teachers to extend the outreach of the school beyond the traditional boundaries.	12. School managers should reinterpret the meaning of educational duties for teachers so that they can allow more school time for teachers to be exposed to Mexican-American individuals in their own homes and congregation centers. This can be done in the following ways: 12.1 Release time for visitations. 12.2 Give extra money for work in the evenings. 12.3 Hire substitute teachers for visiting days.
12. Teachers need to learn how to feel comfortable with Mexican-Americans when he is in his own environment and not trying to be middle class Anglo in school.		

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
12. Parents should be made aware of the schools broadening efforts of outreach.	12. Leaders should develop an awareness of the present separation between communities and schools that exist for the Mexican-American.
	12. Leaders should accept his responsibility in helping both the school and the home understand the broadening interests of the schools in the home life of the Mexican-American students.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
13. The school via the school board responds to all segments of the community in fulfilling its responsibility to provide education for all.	13. All professional Mexican-American Associations remarked that the school board and high administrative school officials had no way of knowing what the Mexican-American community was thinking or feeling and that in their deliberation they could not possibly be taking into account the unique needs of the Mexican-American.	13. When large numbers of students have similar problems because of similar backgrounds, they need to have proportionate amounts of financial allocations.
	13. The school board spent over forty-five minutes debating the value of moving the school board meeting place from area to area in the community to lend an ear to the different community groups in the Negro and Mexican-American areas. Tradition, convenience, finances and related theoretical trivia appeared to be the school boards hesitancy in their raising a permanent system of visitations to all parts of the city.	
	13. A consistently repeated feeling by adult community Mexican-American members was that they were not represented by anybody in school.	

II. ASSESSMENT DATA (continued)

13. Mexican-American individuals do not turn out to vote for school board members in the proportion in which the Anglo community does, nor do they have in Fresno, the accessibility through political organizations, to influence school board members in ways similar to the majority of the population.

13. An examination of school budget revealed that no significant money was allocated out of the local school moneys to problems of the Mexican-American in Fresno. Yet there is a significant number of Mexican-American students in the schools with their own unique problems. The school board could have taken care of this problem by allocating funds if they had been aware.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
13. Teachers need to communicate to students the importance of their involvement in the democratic process via participation in politics. They should reflect that this is not only a privilege but a responsibility.	13. Administrators and supervisors need to inform the Mexican-American population in their public relations work with them, that they should become actively involved in all aspects of their children's education, not only in the classroom but also in communicating significant policy-making boards, the needs and the desires of their children.	13. Managers should remind teachers and local school administrators of the need to inform individuals like those in the Mexican-American population of their privilege and responsibility in getting involved in local school politics.
13. Teachers should reflect to adult education classes the need of Mexican-Americans to become citizens if they are not and to learn to communicate well enough in the English language so that they may become more actively involved in local politics.	13. Administrators and supervisors should reflect to teachers the need to educate subgroups who are ignorant of the democratic process, something of how this process operates in Fresno.	

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
H. PARENT INVOLVEMENT IN EDUCATION		
14. The parent involves himself in the education of his children.	14. The vast majority of the youngsters interviewed reflected either the involvement of parents who encourage them to go to school or deplored the lack of involvement of the parents in education.	14. The learner needs to have emotional support of the value of school by his parents.
	14. The majority of school associate administrators and teachers interviewed reflected the lack of Mexican-American parents to involve themselves in the education of their children.	14. The learner needs for parents to understand something of school processes so that they can not only support him but can also advise him when he needs help dealing with the school.
	14. An explanation for the parents lack of involvement in the education of their children revealed that: 14.1 Mexican-Americans don't seem to be interested in the education of their children. They simply want them to grow up to go out to work. 14.2 Mexican-American parents are ignorant of school process and are therefore fearful to get involved in it.	14. The learner needs support by his parents in an aggressive way when the school makes mistakes in his education. The school does a better job when it knows that the parent is interested and keeps an eye on the job that the school is doing.

II. ASSESSMENT DATA (continued)

14.3 Mexican-American parents are many times looked upon negatively by the school and not given their proper place in the school system when they visit it.

14.4 Mexican-American parents feel that there is no one at the school who can speak to them in Spanish and therefore they think that it is not productive for them to visit the schools.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
14. Teachers need to establish contact with the home so that they can inform the parents of the necessity of their getting involved in the school.	14. Administrators and supervisors should develop an awareness of the importance of having parents involved in the education of their children and should communicate to teachers the need to become involved in the school.	14. Managers should develop pre-service and in-service programs which emphasize school community relationships and the need for teachers and all those involved in the schools to learn to communicate with divergent groups of the population.
14. Teachers need to inform the parent of the following: 14.1 That, even if the parent knows nothing of the school process, his attendance at school meetings and his efforts of participation in the school process helps the child to feel that he is supported by the parents and that they are interested in his education.	14. Administrators and supervisors need to establish new means of communicating with Mexican-American parents to start them on the long process of getting involved in the learning of their children.	14. Managers should find ways of communicating with Mexican-American parents to make sure that in the managers decision making processes, they do not fail to listen to and react to the desires of a population that is not traditionally adequate in communicating their feelings.
14.2 That the school is not perfect and does make mistakes and encourages the watchfulness of the interested parent to better its educational approaches to the child. 14.3 That the school needs information available to the parent to do a better job in educating the child through contact with the parent.	14. Administrators and supervisors should encourage the teachers in communicating more effectively with the parents.	

IV. TEACHERS IN CLASSROOMS (continued)

14. Teachers need to gain an awareness of their tendency to pay less attention to groups of children who are not backed strongly by their parents.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
14. Parents need to be aware of the extensive influence that they can have on the education of their children. They should be made aware of the following: 14.1 That they can help their children learn more by offering them information needed to succeed in school and that if they do not have the information, the moral support that they give the child by going with him to the school is in itself of significance. 14.2 That the children need to feel that they value education and that simply saying to the child that he should go to school is not enough. The child has to see the parent involved because action to a child speaks louder than words. 14.3 That in America the school responds very strongly to parent interest in its operation. 14.4 That the parents do have information that the school needs and cannot obtain without being involved with the parents. 14.5 That the school is broadening its interpretation and that it may be going out to the home to communicate with them. 14.6 That school involvement is also included in school board elections and politics. 14.7 That higher education is very important for their children. 14.8 That the school is broadening its communication with the parents because it knows of the problems associated with their coming to school, with their language barriers and work problems.	14. Leaders need to develop an awareness of the parents role in the education of their children.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
I. DEVELOPMENT OF THE SELF-IMAGE		
15. The school encourages the development of a positive self-image in all children.	15. All Mexican-American youngsters interviewed in one way or another touched on the fact that Mexican-Americans feel badly about being Mexican-American.	15. The learner needs to have the feeling of adequacy and competency in himself so that he can become more positively and constructively involved in the learning processes.
	15. All school personnel touched on the fact that Mexican-Americans do not feel good about being Mexican-American. They often had feelings of inadequacy.	15. The learner needs to see himself in a positive fashion associated with historical development of his people.
		15. The learner needs to see himself in the positive and negative national background.
	15. All Mexican-American associations touched on the conflict that a Mexican-American has with his self-image.	15. The learner needs to see himself in the realistically positive way within the present sociological context.
		15. The learner needs to have experiences within the school associated with his teachers and his principal that will help him explore himself and become more aware of his interpersonal feelings.

FUNCTIONAL NEEDS

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
15. Same as 1.1 and 1.2	15. Administrators and supervisors should become aware that some Mexican-Americans have a negative self-image associated with the position of the Mexican-American in this country.	15. Managers should develop pre-service and in-service training which emphasizes to teachers and all other school personnel the importance of counseling and guidance for all children and particularly for minority group members.
15. Teachers need to understand their role in helping Mexican-Americans expose their self-image associated with their minority group position.	15. Administrators and supervisors should facilitate the redefinition of the teacher's position in guidance and counseling of minority groups.	15. Managers should facilitate the teachers efforts in redefining their role in counseling and guidance.
15. The teachers need improvement in the following areas: 15.1 Mexican-Americans need teachers who will help them improve their self-image through closer relationships with the student. 15.2 Teachers should help the Mexican-American student rid himself of his inferiority complex.	15. Administrators and supervisors who do counseling and guidance with Mexican-American children should be aware of what the cultural position of the Mexican-American as a minority group has done for the self-image and should strive to help the students overcome this image.	15. Managers should encourage the study and examination of the minority group position in the country and the consequent affects on the self-image.
15. The teacher needs to redefine his role in terms of guidance and counseling of Mexican-American children at all age levels to develop a better self-image.		

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
15. The parents should be made aware of the efforts that the school is making in trying to help children explore themselves as significant individuals in the country.	15. Leaders in the community should encourage the school in its counseling and guidance efforts in relationship to the minority group.

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
J. PROPER LEARNING ENVIRONMENT		
16. The school provides physical conditions that are the most conducive to the learning of children.	16. About half of the principals interviewed reported lack of space and inadequate learning environment for some of the programs and ideas that they would like to institute to aid in the education of the Mexican-American.	16. The learner needs adequate learning conditions so that he can adequately put his thinking to the learning process rather than to distracting situations around him.
	16. Statements by a school administrator reflected an inadequacy of building facilities in almost all parts of the Fresno City Schools, but particularly in areas where minority group members were in abundance.	16. The learner needs to feel that he is important enough to merit equal learning situation to other individuals whom he may classify as being different in his social groups than himself.
	16. Mexican-American organizations interviewed reflected that in areas where Mexican-Americans are found in large numbers, the buildings usually tend to be inadequate and the facilities for learning are not up to other parts of the district. (The report on the Overview of Policies and Practices and Plans Relevant to Intergroup Relations supports this statement.)	16. The learner needs to have adequate facilities (buildings, equipment, etc.) so that teachers may feel comfortable and provide a happy beneficial atmosphere for learning.

FUNCTIONAL NEEDS

IV. TEACHERS IN THE CLASSROOM	V. ADMINISTRATORS IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
16. The teachers needs environmental conditions that will facilitate their teaching of the children.	16. Administrators and supervisors need to be given the proper environmental conditions (such as buildings, storage space, heating and equipment) to better be able to do their work.	16. Managers should be aware of the need to improve environmental conditions for the learning of children.
16. Teachers need proper environmental conditions that are on par with the rest of the teaching conditions in the city so that they will not feel that they are being "relegated to the salt mines" or to lesser children because of unsightly or inadequate environmental conditions.	16. Administrators and supervisors need to be aware of the need for teachers to have the proper environmental conditions to teach the children. They should endeavor to keep up whatever facilities they have, and also keep reminding the upper managerial administration of the need for bettering conditions at all times.	16. Managers should be aware of the need to keep improving environmental conditions so that principals and teachers will be better able to do their work.
		16. Managers should plan the building of new schools in such a way that new plants will be found even in old sections of town so that minority group members who find themselves in the central or old districts of the city will not find themselves in the worst schools.
		16. Managers of the district need to be aware of the need to make new boundaries and districts so that when new schools are built, there will be proportionate numbers of middle class and minority groups in all schools.

FUNCTIONAL NEEDS

VII. BY PARENTS IN HOMES	VIII. BY LEADERS IN THE COMMUNITY
16. The parents need to be aware of the need to participate in local politics and other community activities to improve the quality of the environment that their children are having to learn in.	16. Leaders should be made aware of the importance of the learning environment for the children. They should be ecnouraged to constantly communicate with school boards on down to the local teachers to keep the conditions up so that their children will feel that their learning environment is at least on par with other schools.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
K. RECOGNITION OF EFFECT OF RACIAL IMBALANCE ON LEARNING 17. The school recognizes ethnic imbalances when they exist in the school and is aware of their effects on the children.	17. The historical lack of interest on ethnic imbalance by the school board and the school as a whole represents sufficient indication of the lack of proper attention to this one factor. (This feeling is reflected in the Overview of Policies and Plans Relevant to Intergroup Relations, The Comprehensive Human Relations Program and several other documents presented to the school board proved this point.)	17. The learner needs to be exposed to all segments of the society that he will later live in so that he will be able to understand this society and be able to compete for positions in the society.
	17. All Mexican-American organizations made reference to the lack of attention paid to the significance of ethnic imbalance on the learning ability of children.	

FUNCTIONAL NEEDS

IV. TEACHERS IN SCHOOLS	V. ADMINISTRATORS IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
17. Teachers need to have an awareness of the effect that racial imbalance may have on the students' attitude toward school and on their attitude toward the student.	17. Administrators and supervisors also need to have an awareness of the effect that a disproportionate number of minority group members has on the administration.	17. Managers need to develop pre-service and in-service programs which particularly emphasize the effect that racial imbalance has on all those involved in the school system.
		17. Managers need to promote programs of desegregation and integration which will work toward the elimination of racial imbalance in school.
		17. Managers need to confront the school board on issues related to ethnic imbalance so that the board will become aware of the damage that ethnic imbalance does to children.

FUNCTIONAL NEEDS

VII. PARENTS IN THE HOME	VIII. LEADERS IN THE COMMUNITY
17. Parents need to be aware of the problems caused by ethnic imbalance and be informed of their obligation to communicate to the school board their feelings concerning the problem.	17. Leaders need to be aware of the problems caused by ethnic imbalance in the schools.
	17. Leaders need to make the school board aware of the need to breakdown the ethnic imbalances which exist in the school and to get a proper distribution of minority children.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
L. EDUCATION FOR INDIVIDUALS OF ALL INTERESTS 18. The school provides education to all children to become productive citizens according to their interests and abilities.	18. Some of the school administrators and teachers made very strong references to the lack of adequate vocational training for children who were going into working professions after finishing high school.	18. The learner needs experiences and instruction in areas of their interests and their ability.
	18. The same teachers and administrators stated that there was an emphasis on higher education and an ignoring of the vocational aspirations of some of the minority group children.	18. The learner needs to have realistic information and instruction on work that will exist when they finish high school. (Many complained that they had been trained for jobs that do not exist in their community and they must therefore move to another city to find work.)
	18. The A.M.A.E. also referred to the inadequate vocational training of children. Directors of several poverty programs stated this need for better training also.	18. Learners need to have teachers and counselors who know something about the world of work and can aid them not only in their instruction, but also in placement when they leave school.

FUNCTIONAL NEEDS

IV. TEACHERS IN SCHOOLS	V. ADMINISTRATORS IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
18. Teachers need to have very close liaisons with the world of work so that their instruction can be related to the reality of available jobs and not to theoretical work.	18. Administrators and supervisors who do counseling and guidance of minority group children should be made aware of the need to realistically counsel and guide the students into work that is available.	18. Managers need to develop more vocational situations, experiences, and programs appropriate with the urbanization of Fresno so that graduating minority group Mexican-Americans who want to work will be properly trained.
18. Teachers need to be aware of the trends of urbanization in Fresno so that when they start preparing youngsters for their vocational work, they will be able to counsel and guide them in a realistic way.	18. Administrators and supervisors need to help and guide children in the areas of vocational choice very early in their school years.	18. Managers need to establish pre-service and in-service training programs for teachers so that they will be better able to understand the world of work.
18. Teachers need to be aware and constantly reminded that not all children are going to go to college.		

FUNCTIONAL NEEDS

VII. PARENTS IN THE HOME	VIII. LEADERS IN THE COMMUNITY
	18. Leaders need to encourage the school to establish liaisons with the many other governmental agencies who have programs in the vocational area. (NYC, Youth Corps, etc.)
	18. Leaders need to encourage the schools to constantly keep a liaison with unions and management who are aware of the trends and direction of urban work.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
M. EQUAL EDUCATIONAL OPPORTUNITIES		
19. The school provides equal educational opportunities by providing the best teachers.	19. The following three papers presented evidence concerning the low quality of teachers in areas of predominant minority group children. 19.1 Overview of Policies, Practices and Plans to Relevant Inter-Group Relations. 19.2 The Fresno Teachers Association Improvement of Instruction Committee Report Number 1 and Report Number 2. 19.3 The general consensus of opinion of these three papers was that inadequate teaching conditions, lower prestige of minority group areas and special problems associated with the education of minority group children lead to the larger number of probationary teachers in the school district and the outflow of more experienced teachers as the teachers gain tenure.	
	19. All Mexican-American Associations contacted talked about the lower quality of teacher to be found in areas of high Mexican-American concentration. These groups also mentioned	

that there are many teachers in minority areas who would not be allowed to teach in other areas because of laziness, bullying, lack of interest in education, etc.

19. A principal stated that he felt handicapped in the selection of teachers for his school. He said that many times he was forced to hire teachers that he felt would be inadequate because of the hiring procedures of those over him. These procedures didn't seem to allow for the teacher-pupil relationship, but rather were concerned with the comfort of higher administrators.

FUNCTIONAL NEEDS

IV. TEACHERS IN THE CLASSROOM	V. ADMINISTRATORS IN THE SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
19. Teachers need to be sensitized to humanistic values that would allow them to work through and learn to appreciate the unique characteristics of the individuals that they work with, particularly the Mexican-American.	19. Administrators and supervisors need to accept the value of diversity in experience.	19. Managers need to be made aware of the importance of keeping a balance of tenured teachers in areas of minority group concentration.
19. The teachers should become aware that the Mexican-American does not only have problematic areas but also has a positive side that may even enhance the teacher's life.	19. Administrators need to reflect to the teachers that come to work in their areas, the value of exposing oneself and trying to understand both positive and negative factors in the Mexican-American's life.	19. Managers should realize that: 19.1 Mexican-American students need better teachers than the average child because of their unique problems. 19.2 Children with unique problems need teachers who are compassionate and understanding and have a special interest in them.
19. Teachers need to be taught the value of diversity and excitement to be found in areas of high minority group concentration.	19. Administrators need to have some say in the selection of the teachers who are going to work in schools of high minority group population.	

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. LEADERS IN THE COMMUNITY
19. Parents should be made aware of the inequality of teachers that their children receive and they should demand better treatment.	19. Leaders need to find ways of communicating with the school board and significant administrators to assure that consistent attention is paid to the inequality of the caliber of teachers in the schools.
	19. Leaders in the community should help the schools in recruitment of teachers who do not have a negative attitude toward minority groups and would strive to do their best in any situation.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
20. The school selects teachers with special strengths to work with children of special needs.	20. Same verification of assessment data as in 19. 20. The A.M.A.E. stressed that there was a lack of trained personnel with any knowledge of bi-lingual or bi-cultural education.	20. The learner needs are similar to those found in 1, III. and in 2, III.

FUNCTIONAL NEEDS

IV. TEACHERS IN THE CLASSROOM	V. ADMINISTRATORS IN SCHOOL	VI. MANAGERS OF DISTRICT OPERATIONS
20. Teachers with special talents in working with the Mexican-American should be encouraged to remain in the district and promote their ideas. (These teachers should be encouraged through extra pay, better working conditions and more recognition in the districts.)	20. Administrators and supervisors need to be made aware of the value of communicating and asking questions of trained professionals in dealing with Mexican-American students.	20. Managers should develp pre-service training in which people with special training with the Mexican-American are given an opportunity to reflect to other teachers information and feelings concerning the Mexican-American
20. Teachers with special talents in working with the Mexican-American should participate in teacher conferences, pre-service and in-service training programs to acquaint the other teachers who need improvement.		20. Managers need to free people with special knowledge in educating the Mexican-American to make them accessible on the continuing basis to other people throughout the district.
		20. Managers need to help facilitate the conditions under which these people can thrive and become more influential in the district.

EDUCATIONAL NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
N. SELF-AWARENESS OF PRECONCEIVED VIEWS 21. The individuals charged with the education of children are aware of their own preconceived views of the children.	21. The Thomas A. Edison High School faculty, in a conference for the human relations program for Fresno City Unified School District, reflected the general acceptance by the majority of the population of the Coleman Report which establishes the idea negative preconceived views of minority groups. They define the problem in Section III., page 79 (See Appendix) 21. All Mexican-Americans interviewed individually or in groups spoke of the racism exhibited by some educators in the Fresno system. These educators, they felt, had feelings of superiority and have negative preconceived views of the Mexican-American. Specific examples were given of teachers, secretaries, custodians, counselors and principals who have exhibited racist feelings toward the Mexican-American.	21. Children need to be taught by individuals who have faith in their ability to learn and ultimately achieve roles as fullfledged contributing members of society. Anything short of this attitude by the educators leads to failure in all areas of learning and a development of negative self-image in the children.

II. ASSESSMENT DATA (continued)

21. About half of all of the educators interviewed made statements indicating that they had observed other teachers with feelings of superiority in their relations with Mexican-American students.

21. About a quarter of all educators interviewed admitted that they themselves had preconceived views of the Mexican-American and were actively having to work hard to overcome these racist feelings.

FUNCTIONAL NEEDS

IV. TEACHERS IN THE CLASSROOM	V. ADMINISTRATORS IN SCHOOLS	VI. MANAGERS OF DISTRICT OPERATIONS
21. Teachers need to be made aware of the following: 21.1 Mexican-Americans as a group tend to feel that educators feel superior to them and see them in a lesser role.	21. Principals and supervisors need to be aware of those attitudes as stated in 21, IV.	21. Managers need to become aware of their own preconceived views of minority group members and further understand how minority group members feel about them.
21.2 Teachers have preconceived views of Mexican-Americans which influence them significantly in their teaching attitudes.	21. Administrators should be made aware of the importance of their continually reminding the teacher that preconceived views of minority groups need constant and vigorous attention to combat these ideas.	21. Managers need to develop pre-service and in-service programs and situations in which the teachers will be exposed to the true feelings that children have about them.
21.3 The combination of both the childs preconceived attitude of the teacher and the teachers preconceived negative attitude of the child add to the harm of the childs attitude unless something is done to upset the attitude and change it so that the miscommunication does not keep occurring.		21. Managers need to develop pre-service and in-servie programs which will help teachers concentrate on their own preconceived views of minority group members.

FUNCTIONAL NEEDS

VII. BY PARENTS IN THE HOME	VIII. BY LEADERS IN THE COMMUNITY
21. Parents need to be aware of the preconceived views that educators might have of their children and be constantly kept on the alert to help the teachers overcome their negative attitudes.	21. Leaders must be made aware of their responsibility for demonstrating to the institution, the preconceived views that the institution has of minority groups.

HISTORICAL DETAIL

It should be noted that direct attention to the educational needs of the Mexican-American has, up until the last two years, been vastly inappropriate to their needs. English as a second language and bi-lingual programs have only in the past two years gained support at the local, state or federal level. Finally, legislation in the Washington or state legislatures which would allocate money to such programs, has been minimal and only for experimental purposes.

There is little historical detail to draw on for reference in the present assessment. Because of the lack of the systems designed to meet the Mexican-Americans educational needs, any new program established on a large significant scale would have to start from the beginning. This assessment of the educational needs of the Mexican-American is such an effort.

METHODOLOGY DETAIL

Background Comments

To better understand the research methodology employed in this study, a discussion is warranted of the particular problems inherent in studies of this nature and of this study in particular. To give some order to their presentation, general problems associated with both Mexican-American and non-Mexican-American populations will be discussed, then more specific comments will follow concerning problems encountered with the two individual sub-populations.

General data gathering problems associated with the educational needs of the Mexican-American and the non-Mexican-American:

1. At this time there are some strong feelings associated with this topic. People in general were apprehensive about speaking to it.
2. People are not accustomed to speaking to needs. Rather, they choose to speak to solutions from which needs have to be surmised.

Data gathering problems associated with the educational needs of the Mexican-American:

1. Most Mexican-Americans are distrustful of any authoritative person asking questions.
2. The reaction of the majority of young children and poor adults was to give acquiescent positive answers at first, taking a while before they trusted themselves and the consultant enough to speak about negative needs.
3. The youths who had dropped out or had been pushed out of school were difficult to communicate with.
4. Any typing equipment, questionnaires, forms or note taking interferred significantly in communicating on a one shot basis with the individuals discussed in #3 above.
5. The physical conditions where the interviews could occur with this difficult sub-sample were at times, detracting to both interviewer and interviewee.

Problems in data gathering associated with the non-Mexican-American:

1. The educators in the system who knew the subject of the study, found it difficult not to be defensive.
2. There tended to be some generalization of feelings associated with the Negro to the Mexican-American.

Population Description

In order to ascertain what the educational needs of the Mexican-American individuals might be in the city of Fresno, meaningful dialogues have to be established with cross-sections of both Mexican-Americans and non-Mexican-Americans. In order to achieve this, samplings were obtained of both populations. A description of the populations and rationale for selection are presented. (See table on page 29 .)

A. Mexican-American Youth

It was deemed necessary that a representative sample of Mexican-American youth be interviewed. In many cases, in studies of this nature, the opinions of the youth are left out and therefore a critical component is ignored.

1. Youth in the school

Interviews were not necessarily conducted on the school grounds because it was felt that in this case, suspicion of the investigator might introduce consequences that would not allow the child to speak freely. Children were therefore interviewed both inside and outside the school.

a. Elementary School Children

It was felt that a sample of the opinion of the elementary school children and their needs was mandatory to round out the opinion of the Mexican-American. Interviewing was done outside of the school. Although elementary school children are not very capable of articulating clearly, it was the job of the consultant to be able to elicit and interpret some of the statements made by them.

b. Secondary School Children

This was a very significant population to interview because at this age, the child is able to start articulating both his positive and negative feelings about school. Again, the key interviews were conducted outside the school in an environment in which the child could feel to communicate. It is interesting to note that most of these interviews were conducted in places like parks, recreation centers, and the fairgounds.

c. Drop-outs

In this category, it was the effort of the consultant to interview young people who had not finished high school. In many cases in studies of this nature, this population is left out because they are not available for interviews. Their opinions are therefore often omitted, thus neglecting the important answers to why students are dissatisfied with school and are sometimes forced to leave. The places to find the drop-outs for interviews are usually not easily accessible to the consultant. Some were found in the Latin Quarter, El Prado and other popular entertainment spots. Some were questioned in their homes and places of employment so that they might feel comfortable in their surrounding environment.

B. Mexican-American Adults

The importance of the opinions of the adults is reflected in the attitudes of their children and this adult population was therefore considered to be important to this report.

1. Poor Indigenous Mexican-Americans

It was felt that a special category should be made to reach the poor Mexican-Americans. These parents are representative of the parents of the bi-lingual child who is handicapped in both his ability to speak English and to speak Spanish. These children are usually the ones who cause the most problems, yet the parents of these children are very hard to deal with or question because they tend to be rather resentful and fearful of the schools. They are fearful of any authoritative figure and do not openly communicate with such a person. It usually took at least forty-five minutes to an hour of casual conversation to get them to open up and speak of their negative feelings about the school. Usually, they were very eager to give pleasing and good answers until they became relaxed enough to speak of the needs in the school. It was felt that the best places to interview the individuals in this category were on the street, in their homes and in their places of employment. An effort was made to tap all of these places for interviews.

2. Mexican-American Groups

It was felt that the group atmosphere would allow for a voice by many concerning the needs of their children. It was found that this worked very well because in the group, the Mexican-Americans actually spoke out more freely and tended to be captivated by the feeling of the group once it relaxed. Samplings were found from the Farm Workers Association, the C.S.O., an ad hoc citizens committee and a Baptist Church which had many poor Mexican-Americans in its congregation.

C. Middle Class Mexican-Americans

It was felt that since this population is found to be in leadership roles and looked upon by the poor people as leaders, it was important that such a population be included in this report. Again, as in the case of the poor people, there were two different categories of interviewees: the individual and the groups. This group was found to be easy to talk to and usually had preconceived attitudes and opinions about the situation in the schools. They also appeared to be a very well informed and concerned group and were very willing to cooperate. None of the fear found in the poor people was noticed. In several cases there was some hesitancy in communication, but it was usually a realistic fear because the individual was usually in some way associated with the school and was suspicious that the information that he gave might be used against him in his position.

Group interviews were held with Mexican-American associations like the A.M.A.E., MAPA, and a combination of the A.M.A.E. and the C.S.O. In these groups, the individuals were found to be very insightful and had done much work which added to the ease of the study. Special thanks is given to the C.S.O. for its extensive aid in conducting this study.

D. Non-Mexican-American Population

The problem of the Mexican-American is closely associated with his treatment by the non-Mexican- American population which surrounds him. A good portion of his need has to, in some way be caused by this major population.

1. Teachers

Teachers, both inside and outside the schools, were interviewed so that the feelings that teachers have of the needs would become part of this report. Included also, were opinions of teachers who felt positively and negatively about the treatment of Mexican-Americans in the schools.

2. Principals and School Administrators

Principals were personally interviewed to ascertain the needs of the Mexican-Americans from the administrative viewpoint. School administrators above the principal level were included in the study also.

3. Administrators of Minority Centered Organizations

Two representative samples of this type of individual were included: an administrative leader in the poverty programs in Fresno and also a city official in charge of minority group problems. It was felt that the opinions of these administrators were highly important because they tended to represent a broader spectrum than that of the schools.

4. Citizens-at-large

It was felt that individuals who are not directly associated with the school system or any particular office, should be included in this study. This type of individual who may or may not be exposed to the Mexican-American, represents a significant portion of the voting population which selects the officials. It was therefore considered important that they be included in the study.

TABLE of POPULATION INTERVIEWED

	Population Present	No. Interviewed
A. Mexican-Americans		
1. Youth		
a. In school		
Elementary	4	4
Secondary	5	5
b. Drop-outs	6	6
2. Adults		
a. Poor		
Individuals	6	6
Group		
Farm Workers	30	1
Community Group	15	1
Church Group	40	1
b. Middle Class and up		
Individuals	8	8
Group		
A.M.A.E. (Subcommittee)	4	1
C.S.O.-A.M.A.E. (ad hoc committee to address the educational system)	16	1
B. Non-Mexican-Americans		
1. Educators		
Teachers	4	4
Principals	6	6
School Administrators	3	3
2. Administrators of minority center organizations		
Poverty Programs	2	2
City Offices	1	1
3. Citizens-at-large	3	3
TOTAL	153	53

RESEARCH TECHNIQUE

One of the key problems in obtaining data of this nature is, of course, introducing some research gathering rigor and at the same time, maintaining the means of communication between the subject and the interviewer. Since in this case it was the Mexican-American and not an Anglo-American speaking to such an emotional topic, it was considered necessary that rigor and exactness of research technique be somewhat sacrificed to allow for an open conservation between the consultant and the individual. A simple conversation though, without any boundaries, would produce a mass of data which might not be useful to the demands of the research project. For this reason, an instrument gathering device was evolved. It was then memorized by the consultant so that he did not have to carry it with him. What would occur would be memorized or taped, according to the interviewees security.

In most cases, however, particularly with the Mexican-American poor individual, the information was committed to memory and then immediately recorded after the interview. Included in the form was the date of the meeting or interview, the name of the organization or individual, (in cases where the individual did not wish to contribute his name, it was completely omitted), the location, duration of interview and the physical conditions under which the interview occurred. The emotional feeling of the meeting which was deemed to be important in terms of analyzing data, was broken up into three sections. The purpose was to ascertain how the individual felt toward the consultant.

The interview form was broken up into sections or phases. (See Appendix 34) This part of the interview usually lasted about twenty minutes to a half hour. Many times the interviewee thus spontaneously brought up the needs without having to be probed.

The purpose of the interview format was to allow enough structure so that the same educational areas would be covered by different individuals. It was also constructed so that the information gathered could be organized for final analysis in terms of that required by the research project. At the same time, it was an interview form that could be memorized by the consultant and he could therefore remain free to spend his time in casually talking to the interviewee, taking much time to to establish rapport. In this way he could also depend on his clinical ability in questioning and memorizing and reading between the lines to give the pertinent information.

ANALYSIS CHART

Once the data was collected, it was analyzed via the Analysis Chart described on page 36. The purpose of this chart was essentially to provide some numerical weighting to constructs relevant to the educational needs of the Mexican-American. Since it was the purpose of this study to see exactly what the needs of the Mexican-American are, to isolate these needs

ANALYSIS CHART

	No. of Times Verified by Individuals	No. of Times Verified by Groups	No. of Times Verified by Papers	Power of Item According to Consultant (Range:1-5, 1=low,5=high)	Words used to describe item in Needs Assessment Matrix	Strongest Verification Source	Use of Item in Summary
A.1.	45	4	2	5	Vast Majority	Mexican-American Students, A.M.A.E.	
B.2.	38	5	4	5	Majority of Mexican-Americans School Administrators	" "	
3.	34	5	4	4	School Administrators Majority of Mexican-Americans	" "	
4.	29	5	4	4	Majority of Mexican-Americans Slightly less School Admin.	" "	
C.5.	20	3	1	3	Persistent but diffused ref.	A.M.A.E.	
D.6.	25	5	1	5	Vast Majority of Mexican-American Adults	M.A. Parents M.A. Parent Groups	
7.	15	2	2	4	A majority of Building Princ. A majority of M.A. Students	M.A. Students Building Principals	
E.8.	29	4	1	4	A large majority of Admin. 1/2 of M.A. students	Mexican-American "	
9.	15	2	0	5	High Administrative Official Some ref. by M.A. organization	High Administrative Official	
F.10.	49	5	4	5	Unanimous Agreement	Parents Students	
11.	40	4	4	5	Unanimous Agreement	"	
12.	39	3	3	5	Parents showed little awareness Universal surprise of students	Parents Students	
G.13.	30	5	0	5	All professionals Feeling of adult M.A. community	Professionals M.A. Adults	
H.14.	28	3	0	4	Vast majority of students Vast majority of school pers.	M.A. Students Administration	
I.15.	43	5	0	5	All students, all professionals All educators	Students Educators	
J.16.	23	3	1	2	Half of the principals Top Administrators	Top Admin. M.A. Organizations	
K.17.	15	5	3	5	Historical lack of interest All M.A. Organizations	Board Polocies M.A. Organizations	
L.18.	10	1	2	4	Some school administrators made strong statements	Administrators	
M.19.	22	5	3	4	All Mexican-Americans A principal made strong state.	M.A. Organization Principal	
20.	22	5	3	4	"	" A.M.A.E.	
N.21.	35	5	2	5	All Mexican-Americans Half of the educators	M.A.Adults& child. Educators	

Total number of individuals interviewed=153 Group interviews=5
Total number of interviews=53 Total number of reports used=7

and to interpret them via the Needs Classification Matrix, an analysis of each interview had to be undertaken to isolate what different need-constructs were being spoken to by the subject. Once these need-constructs were isolated, they then had to be cross-verified with other interview forms. If a need construct emerged faintly and was not verified by other individuals, it might be simply an idiosyncratic comment without very much meaning in terms of the total educational needs of the Mexican-American. If however, the need construct emerged consistently, and was verified by other individuals or groups, then the need-construct would emerge significantly enough to be included in the final Needs Classification Matrix. The Analysis Chart therefore explored each need-contruct and cross-verified it to find its merit.

There was a total of about thirty-two need-constructs after a study of the many information research sources provided to the consultant. These sources included individual and group interviews, documents, and reports. Of the thirty-two need-constructs which emerged, only twenty-one were verified or considered strong enough as individual items to include in the final Needs Classification Matrix. The Analysis Chart in the Appendix provides a numerical description of the narrative assessment data for each one of these need-constructs. For example, the first need-construct referred to in the Schematic Matrix is listed under social and cultural education, A.1. "Individuals understand their social, cultural and historical background." This then is a need-construct. In the assessment data II,A,1, there is an assessment data verification which states that the "vast majority of individuals interviewed, both within and without the system, made reference to the lack of understanding by those within the system, of the unique social, cultural and historical characteristics of the Mexican-American." The term "vast majority" is used as part of the assessment data. The verification of the term can be found by the numerical assessment provided in the Analysis Chart. The verification is as follows: 45 out of the 53 individual interviews made reference to this need-construct. Four of the five Mexican-American parent groups interviewed made reference to this need. Two of the written papers made specific reference to this need-construct and the consultant rates the need-construct with a five which would indicate a rather powerful verification of this item. Thus the term "vast majority" takes on a more solid meaning when verified in this numerical fashion.

It might be added that the reason that the numbers were not used in the assessment data is that these numbers are associated with interpretations of what the student is saying by the consultant. That is, many times the individual did not speak specifically to the item, but rather made a remark that was interpreted by the consultant as referring to this item. Therefore, all of these remarks and consequent number of individuals referring to the remark, are approximate and cannot be given strict numerical rating. It is therefore not a valid research technique to take numbers associated with approximations to make them additive or subtractive with similar numbers associated with the opinions of groups or the reference by documents for scoring. Still, the reader, by viewing these numbers, can assess the validity of the narrative references, such as "vast majority", used by the consultant.

Some of the items were considered to be important enough to be included in the Needs Classification Matrix, but not considered important enough to include in the major conclusions of the consultant. These then, are designated in the Analysis Chart. The major conclusions then, in some ways emphasize the consultants own personal opinions about the study. It should be concluded that the Analysis Chart is not meant to be a robust experimental instrument. It is rather a guide for the reader to assess what the consultant was thinking. No apologies are made for this type of research since this allows the consultant to assert his expertise and strength, and at the same time allows for a comfortable cross-verification by other individuals.

CONCLUDING STATEMENT

If there is any degree of depth and insight to this report, it is owed to the spirit of cooperation, dedication and faith in a cause shared by the Mexican-American leadership in Fresno. When asked by this consultant to share information and open doors, they did so openly and aggressively. A special thanks is given to Mr. John Flores who, under the suggestion of the ad hoc Fact Finding Committee, formed the pivotal point of communication with many of the contacts made with the Mexican-American population in Fresno. This type of uninhibited cooperation amongst Mexican-Americans helps destroy the myth of infighting and lack of co-operation amongst "La Raza" to which every Mexican-American of humble beginnings, like this consultant, belongs.

Appreciation is also given to the individuals in the educational system, under the leadership of Dr. Santigian, who have allowed for this type of exploration. If now the needs discussed in this report and others like it are significantly dealth with, all children will benefit because the problems associated with the educational needs of the Mexican-American evidence a weakness in the values of the majority. With the cooperation of the Mexican-American and majority populations, perhaps the potential for dealing with the humanistic side of man will be awakened and we will allow for a more fulfilling development of both the Mexican-American and ultimately the majority of children in our schools.

APPENDIX

DATE OF MEETING ____________________
or INTERVIEW ____________________

LOCATION ____________________
____
____

NAME OF ORGANIZATION ____________________
or INDIVIDUAL ____________________

TIME DURATION ____________________

PHYSICAL CONDITIONS ____________________
____

****

EMOTIONAL FEELING OF MEETING

ONSET ____
____
____
____
____

MIDDLE ____
____
____
____
____

END ____
____
____
____
____

EDUCATIONAL PROJECT: FRESNO

Phase I of meeting: RANDOM COMMENTARY BY PARTICIPANTS

In this particular first phase just prior to meeting, the interviewer will attempt to overhear and or elicit conversations which are relevant to this report.

Phase II of meeting: INTRODUCTION OF NEED FOR MEETING

This will initiate the official start of meeting. I will explain to the individual or meeting participants that this is part of the school's effort to do a better job of preparing the children and in some cases, adults, to constructively participate in the new urban world. The essential prupose of the meeting is to elicit from them how they feel about school.

Phase III of meeting: RANDOM COMMENTS OF NEED

In this particular phase of meeting an attempt will be made to keep the participants focusing on the educational needs of children and to minimize solutions.*

Phase IV of meeting: RANDOM COMMENTARY OF SOLUTIONS

In this phase comments will be aimed at getting the participants to talk to solutions to the present problem.*

Phase V of meeting: SPECIFIC CATEGORIES

In this phase the interviewer, for the first time, will introduce areas of education not brought out on a random basis by the participants. An effort will be made to insure that the following eight categories are dealt with by the individual or the group.

1. nursing
2. administration
3. finances
4. special classes
    a. EMR
    b. EH
    c. Gifted
5. counseling
6. teaching
7. curriculum
8. adult education

Phase VI of meeting: NEEDS AND SOLUTIONS

The needs and solutions will be discussed by the individual or the group as related to specific categories suggested by the interviewer.

---

* The author is well aware of the problems that individuals, and indeed professional individuals, have in distinguishing between discussions of need and solution. For the purposes of this report, however, a breakdown will be attempted.

INDIVIDUAL: Administrative Official (wished to remain anonymous)

DATE OF INTERVIEW: June 13, 1968

LOCATION: Superintendents Office

LENGTH OF INTERVIEW: 1 hour

PHYSICAL CONDITIONS: Casual and relaxed. Research assistant was present and was taking notes.

EMOTIONAL FEELING: The subject was very interested and attentive and eager to communicate and provide all information possible.

RANDOM COMMENTARY:

This administrator was very eager to delve into a discussion of bi-lingual education and English as a Second Language. The key question appeared to be in the divergence between the two. There seems to be a dialogue occurring between segments of individuals in the school community concerning the difference between bi-lingualism and ESL. The consultant was asked if he could distinguish between the two. The answer given by the consultant was accepted and it was the opinion of the administrator that this helped clarify the matter in his own thinking.

The subject volunteered that the contributions of the Mexican-American should be incorporated in all classes. He remarked that history would be a special class in which to incorporate the contributions. He was of the opinion that not all schools should be required to take Mexican-history but the course should be made available to those who are interested in areas of large populations of Mexican-Americans.

The subject also volunteered that not all teachers are fully aware of the Mexican-American and that others have been "turned off" because they have heard too much about the problems of minority groups. The point was however, that most teachers are not fully aware of the problem and that teachers who are uninterested are still in the minority. He also stated that we should be very careful in communicating with these teachers because if we are too aggressive and hostile we will continue to enlarge the number of teachers who have become hostile with such an approach.

RANDOM COMMENTARY OF SOLUTIONS:

Special emphasis was made on the role that is played by the Mexican-American and Negro who were hired to assist in the efforts of desegregation in all of the schools. These two individuals were hired for the district through special efforts of people who were interested in the problems of the disadvantaged.

SPECIFIC CATEGORIES:

In referring to adult education, the administrator noticed that there is a great need to expand adult education in the city and stated as a symptom of this need, the lack of facilities in one of the main schools where facilities should be available. He said that all energies and finances had to be put into one school and one area which handicapped the other schools. There was real concern by the administrator that a close look be taken by the consultant of EMR classes because children were being referred to these classes by individuals who had middle class values and language.

FIRST SUBJECT

DATE OF INTERVIEW: May 12, 1968

NAME OF INDIVIDUAL: Chris Peralda

LOCATION: Fresno County Fairground

LENGTH OF INTERVIEW: ½ hour

PHYSICAL CONDITIONS: Relaxed and casual; cold with a slight drizzle, but not enough to hamper conversation.

EMOTIONAL FEELING OF MEETING:

ONSET; The subject was curious and interested. She had seen me talking to very good friend of hers who knew me well. The warmth and acceptance of me by her friend helped the situation very much.

MIDDLE: By the middle of the interview she was intrigued with the possibility that she would be giving information that might be useful to other people like her. She had relaxed and had really enjoyed our talk.

END: She was very "turned on" by what we had done and suggested that her name be used for anything that related to our talk.

FIRST SUBJECT: CHRIS PARALDA

PHASE I: RANDOM COMMENTARY BY PARTICIPANT

Chris Paralda, who is a junior at Roosevelt High School, was surprised at finding out that I was associated with the schools and that I was on school business in such a relaxed fashion. She even had trouble believing my mission because of the casual way in which I was dressed, the locale and the fact that the school never communicated with her in such a direct manner. She stated that the school had never really tried to communicate with her where she had "fun". She spontaneously mentioned that she had overheard one of the other subjects talking about some Fresno State College students going to the local schools and discussing educational problems with them. But she complained that this was not done at Roosevelt High. She acknowledged however, that at Roosevelt, people really were trying to work with the Mexican-American students and that they, in many ways, gave them special assistance.

PHASE II: INTRODUCTION OF NEED FOR MEETING

After an explanation of what I wished to discuss, (the fact that I wanted to talk about the way they felt about school, etc., and especially to elicit from her how she felt about school), she proceeded to talk quite freely about the good things that are going on at her school and she said that she felt very good about school. She said that her grades were good (about a "B" average) and that she felt that the school had helped her very much. Because her English was very good (no accent), the question came up as to how she had developed such good English speech patterns. She said that she could not speak Spanish and that now her parents felt **badly** about it.

FIRST SUBJECT: CHRIS PARALDA

PHASE III: RANDOM COMMENTS OF NEED

She would like to see the lack of dialogue concerning the critical problem of minority groups in school remedied between students and teachers. She said that she felt a real awareness of being a Mexican-American, yet there was seemingly no effort done to deal directly with the problem. Many things were done, but no one would deal directly with the problem. A dialogue of some type or another would be very good. It was implied without being articulated, that Mexican-American children of parents who can speak Spanish should be helped by the parents to learn to speak Spanish.

PHASE IV: RANDOM COMMENTARY OF SOLUTIONS

She felt that if Fresno State College Mexican-Americans would be brought to the schools, they would not only enlighten, but would spark an interest among the different groups to start dealing with the problems that she feels exist there.

PHASE V: SPECIFIC CATEGORIES

She only had comments to make in regards to special classes, (EMR). She thought that many students were thought to be EMR because they could not speak English and that something should be done about it. In counseling, she felt that perhaps the counselor should take part in bringing the Fresno State students to Roosevelt High School. In the curriculum, she felt that something should be done to encourage Mexican-American students to take more college preparatory courses. She felt that she was weak in this area and that perhaps the counselors could have helped her become stronger in this area. In adult education, she felt that something should be done to get the parents interested in school.

FIRST SUBJECT: CHRIS PERALDA

PHASE VI: NEEDS AND SOLUTIONS

1. Better testing be done on EMR students
2. Mexican-American students should be counselled to take more classes which would help them get into college.
3. Parents should be encouraged to attend the adult classes.

SECOND SUBJECT

DATE OF INTERVIEW: May 12, 1968

NAME OF INDIVIDUAL: He asked that his name not be used. He is a 16 year old Mexican-American.

LOCATION: Fresno County Fairground

LENGTH OF INTERVIEW: ½ hour

PHYSICAL CONDITIONS: Relaxed and casual; cold with a slight drizzle. (Same conditions as first interviewee).

EMOTIONAL FEELING OF MEETING:

ONSET: The subject was curious and interested, but a little tense.

MIDDLE: He was becoming much more relaxed and was enjoying the talk.

END: He was very excited about the prospect of being able to help others and had enjoyed the interview.

SECOND SUBJECT

PHASE I: RANDOM COMMENTARY

When he found out that this was related to school, he discussed the possibility of helping Mexican-Americans to change their "bad" image. When I asked him what "bad" meant, he said that it meant that Mexican-Americans think that they are "real tough and that sometimes they act in a bad manner." He did not feel that he acted in this way. He felt that their "tough" attitude caused many problems and caused other people to look down at him. He also discussed the fact that everyone had good and bad in him, including Mexican-Americans. He explained that he had not learned to speak Spanish and he was sorry that he had not.

PHASE II: INTRODUCTION OF NEED FOR INTERVIEW

After giving him the cue that it was the essential purpose of the interview to elicit from him how he felt about school, he stated that he felt that school was "all right". He said that he was doing fairly well in art and P.E. He caught the questioning look in my eye asking "Is that all- just art and P.E.?" So he added that he didn't do very well in the other subjects but his grades were good enough for him to graduate. I asked him if he had considered the possibility of going to college and he said that he hadn't. But even now if he did decide, it would be a little too late. I asked him if he was smart enough to go to college and he said that he was. He said that he felt that the school was "all right", that they did "all kinds of good things for the students" and that at Roosevelt High School they really try to help him.

PHASE III: RANDOM COMMENTS OF NEED

I asked him if there was anything which he would like to see done to make things easier for other students like him. At first he said that he could think of nothing, but after some discussion, he came up with the observation that he wished that someone would have told him about college and that they would have helped him to prepare for it. He said that they talked about college, but no one was close enough to him to help.

I asked him if he knew about the Mexican-American Liaison with the community at Roosevelt and he made no comment which would have indicated to me that he knew about this person. He said that he felt that next year he would get more involved because he was going to play sports. He seemed to be very happy about that prospect.

PHASE IV: RANDOM COMMENTARY OF SOLUTIONS

He said that it would be good if the counselors told the students about college in a way that would help the students understand its importance.

PHASE V: SPECIFIC CATEGORIES

He told me about counselling, saying that he wished that he had been counselled a little bit more. In the curriculum, he felt that there was something wrong with the curriculum because it somehow wasn't interesting to him to take the subjects that were important for college. But he said that maybe something could be done to the curriculum to make it more interesting.

PHASE VI: NEEDS AND SOLUTIONS

The counselors should know more about how the Mexican-American feels so that they could give them specific help to know about the importance of college. He feels that they really didn't communicate.

THIRD AND FOURTH SUBJECTS

DATE OF INTERVIEW: May 12, 1968

NAME OF INDIVIDUALS: The Valasquez sisters

LOCATION: Fresno County Fairground

LENGTH OF INTERVIEW: 1½ hours

PHYSICAL CONDITIONS: Relaxed, with music playing in the background. It was a little cold, but they seemed dressed for the cold. If anyone was cold, it was me!

EMOTIONAL FEELING OF MEETING:

ONSET: They were a little tense and fearful, but soon they both relaxed. When both of them answered together and were questioned together, they gave each other confidence and kept referring back to each other.

MIDDLE: They were "really with it and having a good time."

END: They were hesitant to end the interview and suggested that we go get a coke and continue.

THIRD AND FOURTH SUBJECTS

PHASE I: RANDOM COMMENTARY

There was much discussion about school in a very superficial way. They talked about the games and the boys and the fact that the boys were very friendly. They said that they had a nice time at school because of the boys. There was a lot of giggling between them. But they were afraid that the father would come on the scene in any minute and misunderstand the situation. The reason for his misunderstanding, they felt, would be because the father is very dictatorial and is an alcoholic and he would be very judgmental of them.

What emerged because of the start of this and because of the fact that they were relaxed, was sort of a telling of a complete history of their home life in which they discribed that they were two of the four siblings born to a father and mother who insisted that they speak English. Now the parents were very sorry that the children could not speak Spanish and blamed it on the children. But the children actually blamed the parents because the parents would not speak Spanish to them. They both expressed a lot of hatred toward the father because of his constant drinking and because of the way he beats their mother. So there was much hostility. There are three sisters and a younger brother. The older sister is 16 and the younger sister is 15.

PHASE II: INTRODUCTION OF NEED FOR INTERVIEW

The reasons for the interview were discussed (an explanation that I wanted to learn how they felt about school and what they thought could be done about school problems.)

PHASE III: RANDOM COMMENTS OF NEED

After a statement of the reason for the meeting, there was much discussion by the two sisters of the need to get Mexican-American parents to understand the problems of their children in school. They talked about getting someone to go to the homes and communicate with the parents to make them understand how important school is. The older sister, who was soon to graduate, was in a hurry to finish school so that she could join the armed services and "get away from it all." She felt that she had to get away from her father to get an education because her father wouldn't understand. She felt that a home counselor may have helped the situation.

After the discussion of the need for the parents to be helped by the school to understand the problems of the young people, the conversation shifted to the value of dialogues between students of different ethnic groups in order that they understand each others problems. One of the sisters mentioned, and the other one backed her up hardily, that if she had a choice of being of a different race, she would rather be Negro because Anglos were prejudiced. When questioned about that, in terms of the school situation, she could not be explicit as to exactly how teachers were prejudiced, but she felt that somehow, they didn't "believe in her". The younger sister then chimed in and explained that she wished that someone could go to the teachers and prove to them that they (being Mexican-American) could get good grades and were as smart as any other student.

I then brought up the point that she could get good grades and that she was getting good grades and wasn't that proof enough?

She said,"No, somehow I feel that the teachers feel that I am like all other Mexican-American girls and cannot see me as being an inddividual and different." Both girls were extremely bright and did not seem to be the ordinary type of student. They were rather intense and serious and were very well informed. The younger one, who seemed to be more happy-go-lucky and less serious, turned out to be the one who was getting the better grades. The older one was getting good grades also (B's), but the younger one was getting mostly A's.

The older one felt that if someone had talked to her father, perhaps he would not be so irrational in keeping her from going on to get a college education. She felt that her father would stand in her way and "bug" her. Her plans were to graduate from high school, join the service and then she would be old enough by the time she got out of the army to go to college on her own. I asked her how she could go to college taking the kind of courses that she was taking, (home economics and art) and she said that she could become a home economics teacher. I aked her about taking other courses that would bone her up and help her become what she wanted, and she said that she had not thought about that and no one had mentioned it to her. The other sister then reminded her that some other people did talk about the need to take college preparatory courses and "all that stuff", and the other girl said, "Yeah, but by the time I started considering it, it was a little too late, so I just get good grades now and I think I can get in because someone will help me along.

In spite of the fact that both of them brought up negative feelings about the teachers' prejudices, they were hard put to explain their turning about and talking about how great school was. The older sister in fact, said that school was better than home and that she really liked it. Considering her home background, the compliment to the school is not that great. However, both of them expressed that in the school, the teachers helped them, treated them very well, and the teachers really tried to do their best. But then they (the sisters) would turn right around and go back to the fact that they thought the teachers were prejudiced. When this was pointed out to them, both said "Yeah; well the school is all right and we can get a lot out of it. But the teachers really are prejudiced against us." They both felt that there were teachers who weren't prejudiced, which made it all worthwhile.

They feel that you really need someone from the school to have communication with the home; that the school should go talk to the parents and help the parents understand the children better because the school "understands kids better than the parents." They both feel that their parents just have old-fashioned values.

PHASE IV: RANDOM COMMENTARY OF SOLUTIONS

They feel that the solution is to get someone who may go to the homes and speak over their problems. One of them mentioned that in one of the schools they had what they called "home coordinators" who were Mexican-American. She felt that this was very good. When I asked her if the home coordinator could help her with her particular problem if the coordinator were a Mexican-American, she felt that he could. But she also felt that someone like myself who is a psychologist, would have a better chance than just a community coordinator who may not know very much about her problems. Another solution they suggested was providing and continuing the dialogues with the other students so that the students will know what is going on.

PHASE V: SPECIFIC CATEGORIES

In the category of finances, they felt that money should be given to hiring people who could go to the homes. They also talked about special classes and felt that many of the students who were in them weren't "dumb" but just couldn't speak English. They discussed the idea that teachers should not be so prejudiced and that their attitudes should be changed somehow. In talking about adult education, they felt that their parents should attend to learn what America is all about and learn about the modern schools so that they wouldn't be so old-fashioned.

PHASE VI: SPECIFIC NEEDS AND SOLUTIONS

1. In finances: More money should be paid to psychologists who can go to the homes and talk to parents.
2. In special classes: Better screening procedures should be initiated so that students won't be put into the wrong class.
3. In counselling: Better counselling techniques to reach students who have home problems should be discussed.
4. In teaching: Teachers should be confronted in some way to learn about their personal feelings and prejudices against the students which are not recognizable to the teachers themselves.
5. In adult education: A way should be found to reach the parents who don't want to attend classes because they are really the ones who need to go.

PROBLEMS DEMANDING IMMEDIATE SOLUTION

1. Student body cards should be provided free.

2. A student grievance committee be set up of the ethnic break-down of the school in conjunction with AMAE.

3. Study the assignment of jobs given to the Mexican-American and the Negro students in the cafeteria.

4. NYC jobs should coincide with the students' skills and abilities.

5. Transportation should be structured to meet the needs of students not the bus driver.

6. More students from minorities should be channeled into college prep courses.

7. There should be better articulated counseling programs with a follow-up of anecdotal records.

8. Expansion of career counseling facilities and personnel to provide more direct counseling with students.

9. Election results of all student body elections be posted.

10. Students should not be encouraged to drop out of school and join the service.

11. Teacher aides should be chosen from minority and low income groups.

12. The Mexican-American should be encouraged to participate more in team sports.

13. Clubs reflecting the cultural heritage of the community should not be discouraged if they are not organized wholly on ethnic lines, but encourage the acculturation dynamics and a mutualistic assimilative process.

14. There should be an expansion of library facilities.

15. Establish a student grievance committee whose make-up faithfully reflects the ethnic break-down of the school.

16. A minimum of 2 years instruction in English as a second language be given to non-English speaking students.

17. Attire rules should be uniformly administered and should be carried out by appropriate personnel.

18. Revision and uniformity in suspension rules.

COMPENSATORY EDUCATION

Roosevelt Recommendations	Actual Program (1965)	1968
1. The addition of teachers to our present staff in order to lower the pupil/teacher ratio. Because of limited space, we are asking for 4 teachers. Additional teachers: English, Social Studies, ???	1. Lower Pupil/teacher ratios 2 classrooms - $12,000 4 teachers - $16,000	6 above formula
2. Home-School Coordinators	2. Secondary Counselors 1 Counselor - $5,000	1+
3. Teacher Aides	3. Teacher Aides (Clerical) - 1 (Furniture, typewriters, etc. provided by Compensatory Education)	½ Clerical
4. Text books for lower ability classes		10 [illegible]
5. After school study centers and after school study center teachers	5. Study Centers 2 Teachers +1 Aide (Tue & Thu) (from Roos) (parent) $2,000	OK
6. Evening Counselors	6. Evening Counselors 4 Counselors + 1 aide (Tue & Thu) (parent) $3,000	OK
7. Professional psychological service (either an increase in central office personnel or direct assignment to our school).		
8. Substitute teachers to enable faculty members to visit other schools, demonstrations, etc. during the school day.	8. In-service education, release time for teachers, conference, etc. will be routed through the Compensatory Education Dept.	YES
9. Instructional media (tape machine, projector, maps, etc.)	9. Instructional equipment - $2,000	YES
10. Library books (reference, novels, biographies, etc.)	10. Library books - $25,000	YES
11. Additional supplies and materials	11. Supplies and materials - $4,000	YES
	12. Study trips - $2,000	— NO 116
	13. Summer school - Reading Opportunity Teacher	

C O P Y

RESOLUTIONS

1. Cultural recongition of teachers and administration classes on bilingualism and cultural Mexican and Negro for faculty.

2. Counselors needed that reflect the ethnic make-up of the school.

3. Hiring of minorities increased.

4. Student Body cards should not be made necessary for sports or voting. Free Student Body card.

5. Grievance committee (Personnel - Students)

6. Lunch program should be reviewed in all schools.

7. Continuation classes should be investigated at county level.

8. N.Y.C. giving proper jobs not janitor or lawn cutting.

9. Transportation (Urban and Rural) should be structured to meet the needs of child not bus driver.

10. More college prep.

11. Personnel evaluation of administration by students.

12. Information on status should be made available.

13. Counselors - more informative and system set up.

14. Election results should be posted.

15. Text books that Negro and Mexican culture. (Sic)

16. History to reflect all group contribution as it really happened.

17. Drop outs and Force outs should be curtailed.

18. Teachers aides from minority low income.

19. Mexican names for schools.

20. Discrimination, eliminated from sports.

21. Latin American groups be allowed to form.

22. Teachers reside in community first year of teaching.

23. Expanding library facilities.

24. Student grievance committee in conjunction with A.M.A.E. standing committee.

EP:hh
4/29/68

MEXICAN-AMERICAN STUDENT INVOLVEMENT AT ROOSEVELT HIGH SCHOOL

May 8, 1968

1. Cultural recognition of teachers and administration classes on bilingualizm and cultural Mexican and negro for faculty.

   5 Mexican-American teachers
   2 Classified employees
   1 Class of English as a second language

2. Counselors needed that reflect the ethnic make-up of the school.

   No Mexican-American counselors.
   One Home-School Coordinator, Mr. George Rodriguez

3. Hiring of minorities increased.

   3 of the 7 Mexican-American faculty members hired within the last year
   1 negro teacher hired two years ago
   2 negro custodians hired in the last 3/4 years

4. Student Body cards should not be made necessary for sports or voting. Free Student Body card.

   A student body card is given without cost to each student. Participation in all activities or voting is not restricted to those who have a student body card. Student body cards used to identify members of our student body at dances, games, etc.

5. Grievance committee (Personnel - Students).

   Faculty Recommendation Committee appointed by Faculty Club President. Student Recommendation Committee is formed and will meet this week. This committee is entirely composed of Mexican-American students in order to meet the immediate needs of reacting to this resolution. A Recommendation Committee involving all ethnic groups will be formed.

6. Lunch program should be reviewed in all schools.

   50% of meals served in cafeteria are Mexican-American foods.

7. Continuation classes should be investigated at county level.

   No comment.

8. N.Y.C. giving proper jobs not janitor or lawn cutting.

   Most of our N.Y.C. students work in our offices and library. Only 2 or 3 students are working with the custodial personnel. Of 32 students employed, 23 are Mexican-American (72%).

9. Transportation (Urban and Rural) should be structured to meet the needs of child not bus driver.

   Mr. Robinson, one of our counselors, is in charge of bus transportation and student complaints are handled immediately with the students' interest as our prime object.

10. More college prep.

    Each student is offered the opportunity to chose his school program. No student is refused the right to take any course. The pre-registration form on which he makes his choice of courses is signed by the student and by the parent. Counselors attempt to counsel students by presenting the facts of test performance and past achievement records.

11. Personnel evaluation of administration by students.

    This has not been attempted.

12. Information on status should be made available.

    Each student is made aware of how he stands as far as units for graduation and class placement is concerned.

13. Counselors - more informative and system set up.

    Our counselors are attending in-service sessions, conferences related to the Mexican-American student, and are taking courses to become more informed concerning the Mexican-American problems and how to answer these problems. Our people are sincerely interested in becoming more informed and are spending much of their time in gaining such information.

14. Election results should be posted.

    Election results are read over the P.A. system to all rooms and are then posted in the main office area.

15. Text books that negro and Mexican culture. (Sic)

    A list of books dealing with both Mexican and negro heritage has been acquired and these books are being added to our library. We have a number of books dealing with Mexican and Spanish culture as a contribution to the history of the U.S.

16. History to reflect all groups contribution as it really happened.

    Our history classes are using the texts as indicated by the Board of Education. Any presentation of this history which is an erroneous presentation of any groups contribution has not been made known to me.

17. Drop outs and Force outs should be curtailed.

    We are proud of the "extra mile" our counselors, deans, vice principal and principal extend themselves to keep students in school. We have worked closely with "Dropouts Anonymous" in attempts to curtail this problem. See attached sheet of drop out statistics for September 9, 1967 to April 4, 1968. Figures available from Dr. Webber's office indicate that our rejection of students has improved over the last 4 or 5 years.

18. Teacher aides from minority low income.

Teacher aides are assigned to our school from the personnel department. It is my understanding that anyone can apply to be a teacher aide. We have not been able to fill our time allocation for teacher aides and would be most happy to have an aide of Mexican-American extraction.

19. Mexican names for schools.

Policy controlled by Board of Education.

20. Discrimination, eliminated from sports.

We have worked hard at encouraging Mexican-American and all minority groups to participate in sports and other activities. The following are statistics related to Mexican-American participation in sports and activities:

Interscholastic Athletics	M-A	OTHER	% M-A
Baseball	3	19	14
Track	28	59	50
Swimming	6	54	12
Tennis	1	42	2
Golf	0	12	
Cross Country	17	36	49
Basketball	4	14	22
Football V.	10	44	19
Football S.	13	45	23
Wrestling	22	27	37
Girls Athletic Assoc.	19	1	98
Intramural Program			
Flag Football			65
Soccer			80
Basketball B Team			75
A Team			50
Boxing			68
Weight Lifting			48

School records in P.E. skills. Of 14 records, championships are held by 6 Mexican-American students = 44%.

Other Activities			
Band	22	81	24
Orchestra	9	30	30

Girls League Presidents for fall and spring.
Shop Managers. Out of 46 students, 7 were Mexican-American.
House of Representatives. Out of 82 students, 21 are Mexican-Am.
Office Service. Out of 159 students, 38 are Mexican-American.
Fall semester Junior Class Vice President.
Fall semester Senior Class Vice President.
Spring semester Student Body Vice President.
Boys Federation Secretary.
Senior Class Vice President.
2 Yell Leaders in Senior Class.
Vice President of Junior Class

Vice President of Sophomore Class.
Majorettes. 9 students tried out. 1 Mexican-American chosen for a group of 6.
Rally Girls. 43 students tried out. 4 Mexican-American tried out and 1 selected for a group of 8.
Letter Girls. 76 tried out. 6 Mexican-Americans tried out and 2 selected for a group of 12.
Bermuda Girls. 69 tried out. 30 Mexican-Americans tried out and 18 selected for a group of 39.
Cafeteria help. Out of 25 students, 20 are Mexican-Americans.
Fountain help. Out of 9 students, 1 is Mexican-American.
2 representatives for the March of Dimes. 1 Mexican-American, 1 Negro.

21. Latin American groups be allowed to form.

Two clubs have been formed at Roosevelt High School, the Latin/American for boys and the Servicio for girls. They have been very active in sponsoring dances, banquets, field trips, and are represented in the student body government. These groups and their sponsors have been one of the sources from which we feel we have gained much in understanding our Mexican-American student problems.

22. Teachers reside in community first year of teaching.

No comment.

23. Expanding library facilities.

As a compensatory school, we have realized approximately $23,000 to be used in expanding our library. The books added to our library were those recommended by all teachers throughout the school. Many books were placed there as part of the foreign language department with emphasis upon the Spanish and Mexican contribution to the U.S. through its history and also related directly to the Spanish and Mexican-American culture. We have tried to add as much fiction as possible which is on a reading level which is commensurate with the low achievement student. This is certainly aimed at a good percentage of our Mexican-American students.

24. Student grievance committee in conjunction with A.M.A.E. standing committee.

We would be happy to work with the A.M.A.E. in conjunction with our Student Recommendation Committee.

PROPOSED HUMAN RELATIONS PROGRAM

Fresno City Unified School District

In recognition of the growing need to intensify and coordinate educational programs and activities in the area of human relations, as well as in recognition of the need to seek total community involvement, the Administration requests approval of the following programs.

The Superintendent wishes to:

1. Form a human relations citizens advisory committee that properly reflects the ethnic composition of the community at large.
2. Direct building administrators in the Fresno City Unified School District to form a faculty human relations committee.
3. Direct each building administrator in the Fresno City Unified School District to form a student human relations committee that properly reflects the ethnic composition of each school.
4. Direct appropriate administrative personnel to coordinate the development and implementation of curricular, co-curricular and extra-curricular materials and activities designed to promote better inter-racial understanding among school staff, students, and community groups.
5. Provide for a district-wide in-service human relations education program on a regularly schedule basis with the full cooperation of the Compensatory Education Department. Such training programs shall fully utilize, but should not be limited to the use of the cooperative County I.T.V. facility.

6. Continue the dialogue with Fresno State College for the development of teacher training curricula geared to the needs of the urban disadvantaged child.
7. Direct the adult school principal to continue to seek ways and means to expand the adult school program in the Edison area including, but not limited to the opportunity to attain a high school diploma.
8. Direct that appropriate administrative personnel to work with faculty and community suggestions for improvement of instructions of the type presented in the Columbia, Kirk, and Lincoln proposals.
9. Intensify efforts to provide increased parent-student counselling.
10. Direct appropriate administrative personnel to work with all Federal, State, and County Agencies, Civic and fraternal groups, which are actively engaged in the promotion of quality education in Fresno.

In order to implement the above programs, permission is requested to appoint two teachers on special assignment: Human Relations.

JUN 6 1968

FRESNO CITY UNIFIED SCHOOL DISTRICT

INTER SCHOOL OR INTER DEPARTMENTAL COMMUNICATION

To: Dr. Santigian **Date:** June 4, 1968

From: Margaret L. Thomas

Regarding: Identification and Assignment of Educable Mentally Retarded Minors

The California law relating to programs for the educable mentally retarded minors, as set forth in Education Code Section 6908, places the major responsibility for identifying these minors upon the school psychologist. In the Fresno City Unified School District such personnel are entitled Guidance Consultants.

"The school psychologist must determine eligibility for placement in special classes based on the behavioral characteristics of the child. An I.Q. score alone cannot be used as a single criterion for determining eligibility. The public school is concerned with both the learning ability and the social adaptive ability of the pupil. A pupil may indicate learning ability at the borderline retarded level but may be severely impaired in the social adaptive ability and, therefore, in need of special placement." (Taken from Programs for the Educable Mentally Retarded in California Public Schools, Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March, 1965).

All pupils referred to the Department of Guidance for possible assignment to special classes for the retarded are evaluated carefully. All must have a total case work-up. An intelligence range of 50 to 75, plus or minus five points, is used as a basis for placement. However, recommendations for placement are not determined by intelligence level alone but are justified on the total case study material. All available information on the child is considered carefully. In essence, psychological tests used give a reliable measure of the pupil's academic ability, hence his potential for a successful experience in the regular school program.

Several criteria are used in considering a pupil for special class placement. If two or more of the criteria describe a child's school performance he is referred for complete psychological evaluation. Listed below are the relevant categories:

1. Pupils more than two years behind normal grade placement with reference to chronological age.
2. Pupils who are one or more years behind grade placement and who have been receiving a series of D's and/or near failing marks in basic academic subjects.
3. Pupils who have failed some basic skill subjects for two or more consecutive years.
4. Pupils falling below the fifteenth percentile of standardized achievement tests.
5. Pupils scoring 75 or less (or in the lowest 2½ stanines, or lowest 15 percentiles) on a standardized group mental ability test.

A battery of individual psychological tests is used by the school psychologist in evaluating the child's potential. Decisions are not made on the results of only one test. The choice of tests to be administered is dependent upon the type of problem the child presents. Following is a list of some of the evaluative instruments used by the school psychologist:

1. Stanford Binet, L-M
2. Wechsler Intelligence Scale for Children
3. Wechsler Adult Intelligence Scale

4. Rutgers Drawing Test
5. Bender Gestalt
6. Goodenough Draw-A-Man
7. Columbia Mental Maturity Test
8. Van Alstyne Picture Vocabulary
9. Peabody Picture Vocabulary
10. Illinois Test of Psycholinguistics
11. Frostig Visual Perception Test
12. School Readiness (Ilg and Ames)
13. Wide Range Achievement Test

Parent approval is not legally necessary for assignment of a pupil to a special class but in Fresno schools this procedure always has been followed. Interpretation of the psychological evaluation is given to parents or guardians during a conference, at which time the special classes program is explained and parent authorization solicited.

MLT:rs

PROJECT DESIGN
Inter-Agency Planning For
Urban Educational Needs
611 Mason Building
Fresno, Calif. 93721

FRESNO TEACHERS ASSOCIATION

Improvement of Instruction Committee

Sub Committee Recommendation:

One of the committees of the Fresno Teachers Association has as its primary objective the improvement of the instructional program - at all levels, and throughout all areas, of our school district. The principal of Columbia School, P. R. McBride, recently brought to the attention of this group the fact there is indeed a problem directly relating to the educational opportunities being provided for the students attending the hard-core compensatory schools located in West Fresno. The problem concerns teaching personnel, and is twofold:

1. Historically, the faculties of these schools are composed of a greater number of probationary teachers than are faculties of schools elsewhere in Fresno.
2. Within these schools, the turnover of staff from year to year is correspondingly higher. As the probationary teachers achieve tenure status, they are more apt to request transfers to other areas of town.

A sub-committee was formed and, cooperatively with representatives from the FCUSD Board of Education and administrative personnel, it began to consider the situation from many aspects. Soon evident was the fact that the staffing problem was but one facet of the total concept of the educative process of the inner-city school in urban America. Across the nation there is an increasing awareness that this process, as it is traditionally implemented and maintained, is failing miserably in its basic purpose - that of preparing our youth to become contributing members to the society in which we live. Education is fundamental to the success and survival of our democratic system. Yet, in spite of enormous spending programs which are providing special services, a multitude of books and teaching aids, and a variety of glamorous programs and projects, the plight of the culturally deprived or disadvantaged young people within our society becomes more serious. There is need for a new approach!

In the consideration of long-range goals, as well as immediate objectives, the sub-committee realizes that no one specific suggestion will be the solution for a problem of such complexity and magnitude. It could be a start! The end of the school year is imminent and the need is critical. With these factors in mind, the primary focus of the group has evolved the following proposal:

WE BELIEVE

That the citizens of Fresno should have a unique opportunity to cooperatively develop a selective approach to the educational problems of the culturally disadvantaged youth within the community.

That the FCUSD Board of Education and administrative leaders should take the initiative in fostering a new experience in education for those students residing within the hard-core urban area.

That the most experienced and the most capable teachers serving in the district should be encouraged to utilize their talents and resources in developing a program of instruction particularly designed to meet the needs of the youngsters concerned.

WE PROPOSE

That a centrally-located school in the West Fresno area be considered as the site for this innovative and cooperative venture.

That the faculty for this school be carefully chosen from among the best teachers in the district, to form an elite corps of specialists - with preparation for, and commitment to, service of the highest caliber.

That the program for this school be designed jointly by the teachers and principal involved, the parents and community leaders within the area, and the educational specialists at our command, to serve one function - the maximal development of the potential of each and every student concerned. Such a program would be measurable in terms of attitude as well as achievement.

That the implementation of this proposal be effected immediately, through the administrative resources of the district.

That local news media be encouraged to publicize and support this project in an on-going way - to enable the citizens of our community to share in a dynamic and innovative educational concept.

Basic Considerations Regarding the Sub-Committee Proposals

Objectives.

1. As related directly to the student -
    a. Increased self-appreciation and self-confidence through the development of a positive self-image.
    b. Improved attitudinal change toward the society in which he lives, and his contribution therein.
    c. Increased academic achievement.
    d. Improved social competency.
2. As related to the totality of those involved -
    a. Improved multi-cultural understanding and appreciation.
    b. Increased communication among children, parents, school, and community - as each is interwoven with the other.

Procedures For Implementation

School Selection

1. Optimum enrollment size for program planning and execution.
2. Central location in the inner-city area.
3. Majority enrollment of one ethnic group.
4. Availability of school facilities during summer months for planning and in-service usage.
5. Possibility of a more-flexible building design in the near future (Field Act specifications). A flexible plant greatly facilitates a creative program.

Personnel Selection

1. The building principal - key factor in the initiative phase. Determination based upon administrative judgment.
2. The certificated staff - Determination based upon administrative judgment and the principal's recommendation, as well as criteria established by representative parents from the school involved.

Program Selection

1. General planning session as soon as staff has been selected- to include faculty, parents and community leaders, and administrative specialists.
2. Task Force representing the above-named groups to continue research and basic structuring through June and July.
3. Intensive in-service preparation and planning by all involved during the month of August. This would include initial establishment of home-school contact on an individual basis.
4. Determination of guidelines for a continuous in-service program which would be maintained throughout the year.

5. Consideration of total possibilities for involvement of parents and other interested persons within the community. This involvement would include planning, policy-making, teacher-aiding and/or supplementing, and developing home educational support.

The sub-committee feels strongly that those persons directly concerned should evolve the program through a cooperative effort. Curriculum, materials, methods, techniques, etc., would develop as the group became acquainted and assessed its strengths, in terms of the defined objectives. Specialists in all areas - from within and without the district - would be utilized, as would research findings.

Objectives would seem to indicate a team approach in teaching based upon individual student needs, a modification of the present curriculum and of the method of determining student progress, a use of a wide variety of materials, texts, and instructional media, and a continuous and diversified contribution from parents.

We are proposing a New Way of Thinking - A New Approach - Student - Oriented and Community - Oriented

Budgetary Requirements (Estimate)

1. Faculty, etc. Pre-School Planning (20 at $1,000 ea.)	$ 20,000.00
2. Secretarial help for above period	350.00
3. Counselor/Human Relations specialist to be assigned to school full-time	11,000.0-
4. Consultive fees	2,000.00
5. Aides and/or clerical help	5,000.00
6. Material - curricular, et al.	11,650.00
Total	$ 50,000.00

Evaluative Methods

The Research Department of the Fresno City Unified School District, together with the personnel involved, would immediately begin to establish a procedure whereby each objective could be measured. Since the majority of the objectives would be difficult to relate to any existing norms, the comparative basis would reside within the students involved and the measurable change from September to June. Determining the criteria for measurement would be one of the major projects undertaken during the pre-school planning period.

The sub-committee is proposing an exemplary school - in every respect. We would hope that as each year passed, another similar school would evolve - until a total student-oriented, and human relations-oriented philosophy encompassed our district. This must be- if we are to survive and progress!

The time factor has been with the sub-committee since its inception. We feel our proposal has merit. Please give it your immediate consideration; so that the year does not end with too little accomplished - too late!

Respectfully submitted

Dorothy Krueger, Sub-Comm. Chm.
Ruth Shonkwiler
Pumphrey McBride
Evelyn Glanzer
Herminia Soberanes
Jackie Sims
Larry Calvert
Goldia Hensley

DK:grh
5-16-68

PROJECT DESIGN
Inter-Agency Planning For
Urban Educational Needs
611 Mason Building
Fresno, Calif. 93721

FRESNO TEACHERS ASSOCIATION
IMPROVEMENT OF INSTRUCTION COMMITTEE

SUB COMMITTEE REPORT RE: Staffing Problems in the West Fresno Schools

The sub-committee, with the cooperative efforts and support of the FCUSD Board of Education and administrative personnel, has considered the situation from many aspects. These involve long-range goals as well as immediate objectives. Since the end of the school year is imminent, and the need is critical, the primary focus of the group evolved the following proposal:

WE BELIEVE

That the citizens of Fresno should have a unique opportunity to cooperatively develop a selective approach to the educational problems of the culturally disadvantaged youth within the community.

That the FCUSD Board of Education and administrative leaders should take the initiative in fostering a new experience in education for those students residing within the hard-core urban area.

That the most experienced and the most capable teachers serving in the district should be encouraged to utilize their talents and resources in developing a program of instruction particularly designed to meet the needs of the youngsters concerned.

WE PROPOSE

That a centrally-located school in the West Fresno area be considered as the site for this innovative and cooperative venture.

That the faculty for this school be carefully chosen from among the best teachers in the district, to form an elite corps of specialists - with preparation for, and commitment to, service of the highest caliber.

That the program for this school be designed jointly by the teachers and principal involved, the community leaders within the area, and the educational specialists at our command, to serve one function - the maximal development of the potential of each and every student concerned. Such a program would be measurable in terms of attitude as well as achievement.

That the implementation of this proposal be effected immediately, through the administrative resources of the district.

That local news media be encouraged to publicize and support this project in an on-going way - to enable the citizens of our community to share in a dynamic and innovative educational concept.

Basic Considerations Regarding the Sub-Committee Proposals

School Selection

Optimum size for team approach to program planning and execution

Central location in West Fresno Area, wherein community leaders reside

Majority enrollment of one ethnic group

Avilability of school facilities and principal for August for preparation period

Possibility of new building design in near future (Field Act Specifications)

Columbia School meets all of the above criteria. The sub-committee would like to strongly recommend its consideration.

Personnel Selection

An individual approach based upon administrative judgment, and executed through the Personnel Department. Teachers selected must feel the honor - and the challenge.

Some former experience, Fresno or elsewhere, with a hard-core urban situation almost necessary.

Cooperative teaching personality mandatory. A team approach to the entire effort makes this a "must"!

Experience with district, curriculum, and resources.

Desire for, and knowledge of, innovative and creative teaching ideas, techneques, and philosophy.

Program Implementation

General planning session before end of current school year.

To include selected faculty, community leaders, and administrative specialists.

Intensive in-service preparation and planning by those involved during 2 - 3 week period in August.

District Financial Responsibility

Salary commensurate with district schedule for those included in preschool planning.

Additional secretarial help for above period.

Full-time counseling services in selected school (sub-committee recommendation).

Materiel budget - provision for special curricular materials as need arises - or reproduction of existing materials.

The time factor has been with the sub-committee since its inception. We feel that our proposal has merit. Please give it your immediate consideration; so that the year does not end with too little accomplished - too late.

Respectfully submitted,

Dorothy Krueger, sub-committee
chairman

Ruth Shonkwiler
Pumphrey McBride
Evelyn Glanzer
Herminia Soberanes

Goldia Hensley
Jackie Sims
Larry Calvert

DK:EJS
5-3-68

SEQUOIA JUNIOR HIGH SCHOOL

Adjustment Room

The staff at Sequoia is having its initial experience with an adjustment room this year. Obviously we do not have all the answers, but we have had twelve weeks of experience now and all signs seem to point toward considerable success. We feel that the student referred, his classmates, his instructor, and the deans are the immediate and direct beneficiaries of the routine we've designed.

Purpose & Philosophy

The basic purpose of the Adjustment Room is the prompt removal of the disruptive student from the classroom in order to permit instruction to proceed under near optimum conditions.

A secondary consideration would certainly be the welfare of the student himself. If he is to benefit from attendance he must modify his behavior to meet the requirements as outlined by the individual classroom teacher.

Location of the Adjustment Room

The location of the adjustment room is on the stage in the auditorium simply for want of a better place. Since no formal classroom type of presentation takes place tolerance for kitchen noises and other distracting factors is quite high.

The teacher's desk, a dozen student desks, and a table available to students constitute the physical set up.

As an auxiliary to the adjustment room itself all students excused from P.E. for any reason assemble at the front tables in the cafeteria on the main floor near the stage where their supervision is almost automatic. The adjustment room teacher sets the standards and establishes the ground rules. Students come with work or reading matter and cause no disturbance whatsoever. The two operations are highly compatible.

Climate of the Adjustment Room

When the referred student arrives he is greeted by a neutral person, the adjustment room teacher. Acceptance of the student as a person of worth is critical. Judgment is neither implied nor pronounced.

The primary objective of the adjustment room teacher is to help the student assess his problem, reflect upon it, and hopefully resolve it. We recognize that ultimately the student must make the adjustment.

The time remaining in the period of the referral is at the disposal of the student. He may sulk, sleep, meditate, day dream -- without fear of being reproached.

He may approach the adjustment room teacher if he chooses to do so. If the student doesn't take the initiative but appears to be receptive, the teacher may approach him. Individual and group counseling are both practical activities, given the right set of circumstances as determined by the adjustment room teacher.

EHH:d
12/67

Procedures -- Classroom Teachers

Teachers send students to the adjustment room when it becomes apparent that a problem persists and the offending student fails to respond to normal corrective attempts on the part of the classroom teacher.

Serious classroom disturbances may warrant immediate dismissal. Fighters may by-pass the adjustment room by being referred directly to the dean. Teacher discretion is of the essence as to indicated action.

Regardless of the cause for a referral, it is an objective of the entire staff to handle each case in a calm, unemotional and professional manner.

A *conduct referral form with all pertinent data is forwarded to the adjustment room teacher by a messenger in the class. The referred student is dismissed with verbal instructions to report to the adjustment room with study material or reading matter.

The typical referral is for the balance of the period only. The referred student reports to all other classes on schedule and ordinarily on the day following the referral he returns to the class from which he was referred.

Classroom teachers have the option to permit or insist upon makeup work for such absences.

Procedures -- Adjustment Teacher

The adjustment room teacher accepts the referred student cordially with an appropriate greeting and introduction of self.

The teacher attempts to interpret the student's mood through observation of facial expression, body movements, acts, or comments that might be significant. Student initiated conversation is optional -- in this area the situation is permissive.

The student is seated. If he is in the mood for counseling, he states the problem as he sees it and the process is under way. Beyond this there are no prescriptions or restrictions.

(Eighty percent of the two hundred fifty students referred during the first quarter never returned to the adjustment room. Our adjustment room teacher, though, has had repeated casual contacts with these youngsters in an informal setting on campus during free time. We feel these contacts in a relaxed atmosphere are invaluable and a part of the whole program.)

As a final step the adjustment room teacher initials the referral form and indicates "counseled." He retains the white copy of the referral marking the number of times the student has been referred. Copies of the referral remaining are forwarded to the dean.

Procedure -- Deans

The deans may not wish to see a student on the basis of the first referral, however, it is their prerogative to summon a referred student at any time.

Conservation of the deans' time, their physical and emotional resources is a critical factor here because they are now spared the immediacy of a direct classroom referral. Deans can now see "clients on the appointment basis" when most factors would tend to enhance chances for a successful interview.

The deans see repeaters as necessary, especially upon recommendation of the adjustment room teacher.

The adjustment room teacher may uncover information which in his opinion should be transferred to the deans at once.

---

* Form enclosed

12/67

In most instances the students are spared the initial confrontation with the deans.

The deans may, at their discretion assign a student to the adjustment room for an indefinite number of periods or even entire days. This action rarely happens and is reserved for the most extreme cases.

Follow-Up on Referred Student

The adjustment room teacher attempts to have an informal conference with the referring teacher a few days after the referral to ascertain what effect, if any, the experience has had upon the student.

Conclusion

Use of the adjustment room has had a pronounced effect on the working conditions of the deans. No longer are they confronted with the need to cope simultaneously with numbers of students at their doors, telephone calls, parent conferences, teacher calls on inter-com, messengers with notes etc.

Instead of serving primarily as trouble shooters doing the expedient thing at the moment they now carry out their role in a more favorable climate — one which permits system planning and organization.

The placement of students excused from P.E. under the supervision of the adjustment room teacher has eliminated a problem for coaches, librarian, nurse, classroom teachers, and incapacitated students.

Reaction of Adjustment Room Teacher

Mr. Tom Gonzales, the adjustment room teacher at Sequoia, feels that the success of the program is definitely contingent upon the attitude of the administration and the staff. The freedom, flexibility, and latitude given the adjustment room teacher is equally as important. He feels the facilities are important. He himself has the P.P.S. Credential and is guidance oriented. Mr. Gonzales is gathering statistics to help us answer questions posed in the next section.

Questions Still Unanswered

a. Do teachers make adequate use of the adjustment room?
b. Do teachers take unfair advantage of the adjustment room?
c. How do the classroom teachers perceive the operation?
d. How do the referred students perceive the operation?
e. How do the referred students' classmates perceive the operation?
f. What has this operation actually done for the deans and counselor?
g. Are there factors involving time of day, day of week, and subject matter areas, grade level and sex of referred student that might be analyzed profitably?
h. Ultimately is this assignment justifiable in terms of teacher utilization in the total school setting?

EHH:d
12/67

Proposal: A COMPREHENSIVE HUMAN RELATIONS PROGRAM FOR THE FRESNO CITY UNIFIED SCHOOL DISTRICT

To: Dr. John E. Young, President
Board of Education
Fresno City Unified School District

Copies to: Erwin A. Dann, Superintendent
Fresno City Unified School District

Robert S. Miner, Assistant Superintendent
Fresno City Unified School District

Dr. William Dienstein, Member
Board of Education

Dr. H. M. Ginsburg, Member
Board of Education

Dr. Ann Leavenworth, Member
Board of Education

William Meux, Member
Board of Education

Richard Mallory, President
Fresno Teachers Association

John Wenzel, President
Fresno Federation of Teachers

Mrs. Gene Tackett, President
Fresno City Council P.T.A.

Thomas A. Edison High School
May 2, 1968

"When disadvantaged children are racially isolated in the schools, they are deprived of one of the more significant ingredients of quality education: exposure to other children with strong educational backgrounds. The Coleman Report and the Report of the Civil Rights Commission establish that the predominant socio-economic background of the students in a school exerts a powerful impact upon achievement. Further, the Coleman Report found that 'if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievements are likely to increase.'

Another strong influence on achievement derives from the tendency of school administrators, teachers, parents and the students themselves to regard ghetto schools as inferior. Reflecting this attitude, students attending such schools lose confidence in their ability to shape their future. The Coleman Report found this factor - destiny control - 'to have a stronger relationship to achievement than . . . all the (other) 'school' factors together' and to be 'related, for Negroes, to the proportion of whites in the schools.'

In other words, both class and race factors have a strong bearing on educational achievement; the ghetto student labors under a double burden."

-From the Report of the National Advisory Commission on Civil Disorders, March 1968

This program was developed by the members of the Edison High School staff whose names appear below.

Although there were some differences of opinion on a few of the proposals, all of the ideas suggested represent the feelings of the majority of the undersigned. In most cases, they represent a consesus.

Marion Bue
James Larson
Harry O. Dalva
Hiram M. Ching
Madelle Quiring
Jerome Marquez
Hermino Rios
Irene Sanford
Christopher Denny
Charles Lynes
Dorothy Jordon
Dixie M. Shreve
Shirley L. Griffenhagen
Leslie J. Rea
Rodney Berry
Edna L. Eisentrager
Theresa Lemieux
John Peyton
Conrad Griffin
Charles Day
Courtney J. Sather
Charles L. Reddell
Janet Van Meter
Robert Mehl
Linda Corbin
Isabell Bingham
Joan Newcomb*

*Mrs. Joan Silveira Newcomb, Edison staff member who received a government grant to study the education of ghetto youth at the University of Chicago this year, has written and asked that her name be added to those who strongly support a human relations program.

STATEMENT OF THE PARTICIPATING MEMBERS OF THE EDISON HIGH SCHOOL STAFF

While we are aware that questions of personnel are not ordinarily considered the province of teachers, we feel that the selection of a director and his assistants to implement a human relations program is of such crucial underlying importance to its success that we must comment concerning it.

The director must be a person skilled in the art of interpersonal relations, who actively encourages innovation and accepts social change as necessary and desirable. He, and the assistants in the program, representing minority group personnel as well as Anglo-American, should be recognized in the educational community for their intelligent commitment to the solution of the problem of bigotry and prejudice and to the dignity of all students, no matter how "undersirable" they may appear to be. Without these qualifications we feel that any human relations program, even if adopted, would be foredeemed to failure. Indeed, it would be worse than failure bacause of the resulting frustration and despair of minority groups who have seen other worthy programs fail because of "pleasant, uninspired, and, above all, 'safe' leadership.

DEFINITION OF THE PROBLEM

The racial crisis that confronts the Fresno city school system can be divided into three dictinct problems:

(1)quality instruction in ghetto schools
(2)de facto segregation
(3)white racism in all schools

It is our belief that all of these problems must be solved, but that the third one is least likely to be dealt with because it involves certain basic attitudinal changes that much of the white community is not yet ready to make. Unless there is a fundamental change in our thinking, then, we will continue to talk only about the West Fresno problems, or the problems of the West Fresno schools.

It would be wise at this point to clarify the three problems that we have enumerated, and to attempt to show how, in a very real sense, the first two can never really be resolved without the resolution of the third.

I. Quality Instruction in Ghetto Schools: The migration of experienced teachers to the "good"schools is an accepted practice and no steps are being taken by the district to reverse this procedure. Some degree of success will have been attained when conditions are such that teachers with talent and experience will seek transfers to such schools as Edison High School. Much also needs to be done in the improvement of the methods and materials being employed in such schools. Highly-supported innovation must come in order to provide the kind of education necessary for success with the disadvantaged.

II. De Facto Serregation: The racial imbalance in most of the West Fresno schools has not been alleviated by the open enrollment plicy now in practice in the city schools. If it has done anything, it has served to intensify the concentration of minority-group students in these schools. Tentative plans for gradual integration have been effectively tabled by the financial straits in which the school system finds itself. The evidence, however, remains that no matter how much money and talent are poured into a segregated school, the educational atmosphere is bound to be inferior.[1]

III. White Racism: It is our belief that the majority of the white population of Fresno has very little real knowledge and understanding of the minority groups that constitute the West Fresno community. This vincible ignorance, coupled with the reaction to the militancy of minority groups, can only result in polarization of attitudes and ultimate violence. We have said that this ignorance is vincible, and exists only because education has virtually ignored this very basic problem in our society. Our educational system has devoted effort and time to instruction in matters such as health, traffic safety, and manners and morals; but the basic problems of prejudice, hate, and bigotry are dealt with, if at all, in the most general and inoffensive terms. It is our contention that this silence has created an educational vacuum which has been filled by the traditional folk myths, that in turn produce the simplistic attitudes and solutions for the highly complex problems of today's society.

---

[1] Equality of Educational Opportunity, U.S. Department of Health, Education, and Welfare, 1966.

PRIORITY OF PROBLEM III

We believe that the first two problems cannot be resolved with any degree of success unless there is a profound change of attitude on the part of the dominant community. In the thinking of most of the people, both in and out of education, this is still a "Negro problem," a "Mexican problem," or an "Edison problem." They cannot, or will not, recognize that the problem is essentially a community problem, and the white community should not expect the minority groups to do all the changing. The school system should operate to develop a pluralistic society rather than to act as a "refinery, "which attempts to run all its children through the traditional white middle-class mill.

Specifically, with regard to Problem I, - the staffing of West Fresno schools. Given the racism of white America, the middle-class school will remain the prestige school and will attract experienced teachers for that reason. In addition, the curricula remain middle-class oriented, and therefore particularly suited to middle-class schools and students. These children, then, are the "teachable" ones. A teacher goes where he can teach. It seems necessary, then, that there be a profound change in community attitudes before the problems of staffing ghetto schools can begin to be resolved.

With regard to Problem II, - to integrate or not to integrate - it has been said that the West Fresno Negro community has rethought its position in this matter, and that the current thinking is toward strengthening neighborhood schools, and away from physical integration. If this is true, this comes as a welcome change of attitude for the administration who would face the many and expensive problems created by the possibility of physical integration. However, we feel that there is more to this problem than meets the eye. It may well be that West Fresno parents are reluctant to send their children across town to an educational environment that is alien, or at best, indifferent, to their children's background and educational needs. We believe that psychological integration must precede physical integration, that the community as a whole must come to accept a pluralistic society, that sincere and reciprocal attitudes of acceptance and tolerance must be the foundations for future physical integration. Problem III, the elimination of as much white racism as possible must precede and accompany physical integration. Therefore, we believe that our human relations program deals with the most crucial of the three problems and that it demands the district's immediate and concerned efforts.

It is, therefore, absolutely assential that the Fresno schools take positive and effective steps to change the product of its schools. To change the product it will be necessary to change the attitudes of many administrators, teachers, and students. All of these, then, are the target of this program.

EXPLANATION OF THE PROGRAM

The Edison High School staff members who have worked on this program have not tried to do anything other than to suggest ways in which the entire school system could combat prejudice, the elimination of which is, of course, the goal of any human relations program.

No doubt there are many other suggestions which could have been included. And certainly there would be a great deal more detailed planning involved. However, we have tried to demonstrate that much could be done almost immediately, with relatively little expense to the district other than the personnel involved.

The suggestions have been dividied into five categories for ease in consideration: personnel, curricular changes, extra-curricular activities, the adult school, and miscellaneous ones.

The exact way in which these, and similar ideas, would be implemented into the program would, of course, be planned by the human relations staff. However, we feel that to be effective the program must be comprehensive, and it must be adequately supervised for thoroughness and continuity.

PERSONNEL

Recommendations:

a. that a faculty human relations council be established in each school for the close examination of all school policies to determine whether they do, in fact, tend to divide the student body according to ethnic or class lines, even if there has been no intent to produce such effect.

b. that a strong program of in-service training for administrators and teachers be developed with these specific goals:

   1. an understanding of the culture of the Mexican-American and the Negro and its implication for education.

   2. an attitude of acceptance of each student at whatever level of achievement he may have reached. In other words, for the teacher to "meet the student where he is", rather than the other way around.

   3. an understanding of the necessity of relevance of material to students who are not motivated by the pressure of academic grades.

   4. the encouragement, through the financial assistance of the district, for administrators and teachers to attend meaningful institutes in the education of the disadvantaged, the culture of poverty, and human relations.

   5. the orientation of all new teachers in the culture of poverty.

c. that Fresno State College be encouraged to be of more direct assistance in the human relations area through the following means:

   1. requiring teacher-training candidates to spend at least a part of their training period in schools having minority-group students.

   2. requiring education professors and all others from the college who speak as "experts" in the education of minority groups to spend some time in such schools, observing and teaching.

   3. establishing classes for administrators and teachers dealing with the culture of poverty, both at the college and classes at the individual schools.

   4. requiring courses in Negro and Mexican history and in human relations for all teacher-training candidates.

d. that all district administrators and school principals be required to attend summer institutes in human relations, effective immediately. (at district expenses)

e. that Mexican-American and Negro teachers be encouraged to become counselors.

f. that resource persons who are trained in the education of minority groups be available to all schools.

g. that a week of in-service training before school opens be developed in this important area.

h. that the feasibility of sensitivity training, or classes in interpersonal relations for all school personnel, including the non-certificated, be explored.

CURRICULUM CHANGES

Recommendations:

a. that all tracking and elementary school grouping be abolished in the Fresno city school system and individualized instruction be substituted, effective 1968-69.

b. that classes in Negro and Mexican-American literature be instituted in all high schools as electives.

c. that humanities (on various levels) be offered to all students who wish to take it.

d. that classes to motivate students who are not motivated by linear methods be established.

e. that units on the history of the Mexicans of the Southwest be developed. (K-12)

f. that the total bilingual program developed by the University of Texas be considered for adoption. (K-6)

g. that a program of interchanges between American government classes of various s schools for discussion of social problems be planned, implemented on a regular basis.

h. that a planned program of human relations films and subsequent discussions for all schools be adopted. (K-12) See appendix.

i. that a planned program of reading of books related to the human relations area for all schools be adopted. (K-12) See appendix.

j. that the study of comparative cultures in some phase of the social science curriculum be instituted. (Secondary)

k. that a unique class at each school be established which would be attended by students from all schools, - not necessarily on a daily basis.

l. that an effective exchange program of classes be developed among the various high schools.

m. that material be incorporated into curriculum in English regarding significant contributions of minority group writers. Since much of this material is current it is not available in textbook form and would have to be reproduced by the district for distribution to the various schools.

EXTRA-CURRICULAR ACTIVITIES

Recommendations:

a. that an interracial student council be established at each school to serve as an arm of the student body council. The interracial council would have equal representation among the Anglo (including other racial groups who have been assimilated into the "mainstream" of our society), Mexican-American, and Negro students. This group would have the power to pass on all policies of the student body as they affect human relations and it could serve as a council to which students could present problems. Examples of policies which the interracial council could review:

    a. the selection of pep and letter girls
    b. the setting of academic standards for student body and class officers
    c. reviewing of requirements for various clubs and classes for possible discrimination
    d. the establishment of eligibility of candidates for student office.

b. that an inter-school council of students from different ethnic groups be formed to plan ways of eliminating prejudice and to act as a human relations council - this group to receive sensitivity training.

c. that consideration be given to the possibility of lowering of academic requirements for student offices.

d. that election procedures be examined to insure that democratic procedures are being followed and that minority groups have an equal opportunity to be considered.

e. that exchange assemblies be planned on a regular basis among all high schools.

f. that an all-city talent show, all-city prom, and an all-city play be considered as a means of getting students to work together.

g. that all requirements for clubs be eliminated except for a genuine desire to participate. This need not apply to clubs that are in specific subject area field's such as business, music, art, etc. However, clubs that require the voting in of members for whatever reason have no place in a public school and should be eliminated.

ADULT SCHOOL

We believe that The Fresno Adult School also has a very important role in an effective adult school program. Working on the promise that education can, and will, dispel fear and hate, we suggest that the entire adult educational program be reviewed with regard to the following points:

1. Should the offerings in English and social studies be limited to remedial or basic instruction?
2. Do adult school personnel have an unconsciously patronizing attitude toward minority group members?
3. Are counselors available who speak Spanish and who can communicate with minority group members both literally and psychologically? (It seems feasible here that credentialled teachers could be employed for this work, since there is a dearth of minority group personnel who have qualified for counseling credentials. The primary qualification here is personnel who understand and can communicate with minority group members.)

The present adult school program consists, for the most part, of basic education and high school courses general simply for the completion of requirements for graduation. However, in the area of art, music, and home-making, courses are offered that effectively attract high school and college graduates. These can be called enrichment courses. It is logical in light of the current sociological problems, for the adult school program to expand its course offerings to include meaningful classes that will help to dispel the ignorance that surrounds the whole area of human relations. Therefore, we recommend that the adult school offer courses such as the following:

1. Negro Literature
2. Negro History
3. Mexican-American Literature
4. Mexican-American History
5. Sociology
6. Anthropology
7. Interpersonal Relations
8. The Culture of Poverty
9. Protest Literature
10. Problems of Contemporary Society

We believe that such courses can be justified on a firmer educational basis than the enrichment courses mentioned above. It must also be emphasized that these courses should be offered throughout the city. There is a danger that these courses would be meant for only minority group members but it is our contention that the white community is in greater need of this information then the Negro or Mexican-American community.

It may also be contended that courses of this kind are available at Fresno State College. However, the expense and formal structure of the Fresno State programs limit the enrollment to a relative few. We are working toward saturation of the community with knowledge concerning current sociological problems.

The adult school personnel are also to be included in an in-service program to sensitize them toward the needs and attitudes of minority group members. There is a real danger that the language and educational problems of some minority group members may give the impression that they are little more than children. To treat them as children, however, would be a great mistake and could do permanent damage. It is also necessary to review the course content of even basic education classes to make it more relevant to the adult students.

MISCELLANEOUS

Recommendations:

a. that an instrument be developed to measure racial attitudes of all school personnel, as well as students, so that each faculty can develop an inventory of such attitudes.

b. that an acculturation course for Mexican nationals regarding the "Anglo" culture be established to assist them in adjusting to life in the United States.

c. that a human relations program be established with the cooperation of the P.T.A. of each school with the human relations office operating as resource persons.

d. that an attempt be made to have the Boosters' Clubs extend their sphere of influence to include all schools.

APPENDIX

FILMS

Examples of Films Which Could be Used in a High School Film Series

The Grapes of Wrath
The Diary of Anne Frank
Raisin in the Sun
Cry the Beloved Country
Gentlemen's Agreement
Nothing But a Man
Home of the Brave
The Ox-bow Incident
Judgment at Nuremberg
Hand in Hand
Requiem for a Heavyweight
A Patch of Blue
Crossfire
One Potato, Two Potato
In the Heat of the Night
The Pawnbroker
Nobody Waved Goodbye

Short Films for the Classroom

Junior High and Secondary

Decision at Delano
History of the Negro People (9 films)
The Other Face of Dixie
No Hiding Place
Harvest of Shame
Troublemakers
Malcolm X
A Day in the Night of Jonathan Mole
Sit-in
Not in My Block
Segregation Northorn Style
All the Way Home
I Wonder Why
Sixteen in Webster Groves
Ku Klux Klan: The Invisible Empire
No Man Is An Island
From the Outskirts of Hope
Boundary Lines
The Burden of Truth
Case History of a Young Bigot
Felicia
Prejudice
Walk in My Shoes
Portrait of Andrew Goodman
Night and Fog
The Hangman

Elementary

The Princess in the Tower
Brotherhood of Man
To Live Together
The House I Live In
I Wonder Why
The Toymaker

In-service Training of Administrators and Teachers

No Reason to Stay
These are My Students
Phyllis and Terry
You're No Good
Do They Really Want Me?
A Chance at the Beginning
As the Twig is Bent
Can We Immunize Against Prejudice
The American Jew: A Tribute to Freedom
The Fire This Time
The Neglected
Challenge to America: The Role of Education In Intergroup Relations
Incident on Wilson Street
No Easy Answer
Prejudice
Study in Color: A Trilogy
    Boy
    The Job
    Study in Color
The Victims

BOOKS AND PLAYS

These are examples of books and plays which could be studied in the senior high school for an understanding of prejudice, discrimination, and the effects of poverty.

Invisible Man	Ralph Ellison
The Ox-bow Incident	Walter Clark
The Pearl	John Steinbeck
The Grapes of Wrath	John Steinbeck
Riots, U.S.A., 1765-1965	Willard Heaps
The Best Short Stories by Negro Writers	Langston Hughes
Notes of A Native Son	James Baldwin
The Fire Next Time	James Baldwin
The Negro Revolution in America	William Brink
Black Like Me	John Howard Griffin
Three Lives for Mississippi	William Bradford Huie
Why We Can't Waid	Martin Luther King
Who Speaks For The Negro?	Robert Penn Warren
Malcolm X Speaks	Malcolm Little
From Slavery to Freedom	John Hope Franklin
In White America	Martin Duberman
A Raisin in the Sun	Lorraine Hansberry
What Manner of Man: A Biography of Martin Luther King	Lerone Bennett
Black Boy	Richard Wright
Native Son	Richard Wright
The Other America	Michael Harrington
To Kill a Mockingbird	Harper Lea

To: Members of the Fresno County Board of Education, the Board of Education of the city of Fresno, Mr. Ernest Poore, Superintendent of the Fresno County Schools, Mr. Erwin Dann, Superintendent of the Fresno City Unified School District.

From: The Association of Mexican-American Educators Fact-finding Committee, Mr. John Flores, C.S.O. War on Poverty Program Director, Mr. David Jiminez, Human Relations Director for the city of Fresno.

Regarding: Grievance lodged by Mexican-American students against schools in the county and city of Fresno.

To say that we have grave problems in many of our city schools and county schools would, at this point, be a gross understatement. To say that the situation is highly explosive would be closer to the reality of the situation. To say that the walkouts, those threatened, and those actually carried out throughout the county, could bring about problems of far greater dimensions is placing the situation in its proper perspective.

We of the AMAE Fact-finding Committee and Mr. John Flores, C.S.O. War on Poverty Program Director, have met with hundreds of students and interested parents throughout the county during the course of the last two weeks. Our purpose was to investigate the validity, scope, and nature of the 24 resolutions presented by a group of students from ten different high schools. We have been able to establish, through signed statements and questionnaires, that many of the grievances are indeed valid. We have established that many grievances are localized and can, and should be, dealt with at the local level lest the grave error be committed of generalizing a problem. We are ready to identify and verify these local problems. Other problems are wide-ranging in scope. These too, we are able to identify and verify. The grievances range in nature from those that cut across ethnic lines to those where ethnicity is definitely a major factor.

We have categorized the students' proposals into the three major categories that follow:

1. Those problems that can be resolved immediately by the administration of each school, this regardless of whether the problem is common to all students or whether it specifically involves only the Mexican-American students.
2. Those problems that we feel demand a major curriculum revision or attitudinal change in order to satisfactorily resolve them.
3. Those problems that exist and are peculiar to the continuation schools.

The list of proposals is hereby included.

We do not propose to believe that the Board of Education of the city of Fresno, the Superintendent of the County Schools, and the Superintendent of the Fresno City Schools are in ignorance of the problems that have been brought out by the students. With this as a basic premise, it is pertinent to ask the Superintendent of the City Schools and the Superintendent of the County Schools, Mr. Erwin Dann and Mr. Ernest Poore, respectively, what steps they have taken to alleviate, at each level of instruction, these problems and the deeply-rooted conditions that gave rise to these problems. We ask you what new programs are now in existence or projected, at each level of instruction, that meet the following criteria that we feel a program must meet to be effective in bringing about a change in the conditions themselves, not simply a reaction to a particular problem:

1. Does the program take into consideration the bicultural nature of the Mexican-American student?
2. Does the program take into consideration the bilingual nature of the Mexican-American student?
3. Does the program take into consideration the presence of unassimilated social units of Mexican-Americans within a majority society?
4. Does the program take into consideration the partial disintegration of the parent culture of the Mexican-American student brought about by social pressures that have taught the Mexican-Americans to be ashamed of his ethic ancestry?
5. Does the program take into consideration the socio-economic status of the Mexican-American student?
6. Does the program take into consideration the cultural lag of the Mexican-American student brought about by cultural dichotomy, the partial disintegration of his parent culture, and the incomplete acceptance of the majority culture by the Mexican-American?
7. Does the program propose to bring about a change in ethnic attitudes by the majority society toward the Mexican-American and by the Mexican-American toward the "Anglo"?
8. Does the program have as its final goal the desired individual assimilation of the Mexican-American student into the mainstream of American life?

It is pertinent at this time to call the attention of the Board of Education of the city of Fresno, the Superintendent of city schools, the Fresno County Board of Education, and the Superintendent of county schools to the fact that we, the Association of Mexican-American Educators, do not propose to be merely a sounding board for students' grievances against the schools. Our professional preparation, our most sincere interest in helping the Mexican-American students, our total commitment to all the students in our school district, our participation in conferences, workshops, institutes, and the fact that we personally have experienced many of the problems that the students are now voicing, give us an operational approach to the problems as well as a participant observation approach. All of these factors dictate that our capacity be of another nature. We should be involved jointly with the administrators of the city schools and the administrators of the county schools in working out solutions to these problems. If the administrations of the city schools and the county schools have not already initiated programs along the nature and scope that we have described at levels K-12, we feel that there is within the Association of Mexican-American Educators, and other interested and capable teachers with the experience in these matters, as well as the resource people available to us, the personnel to help the administrations of the city schools and of the county schools to satisfactorily resolve the current problems and, what is more important, to help them in the development of meaningful programs that will effectively deal with the conditions that give rise to these problems currently being discussed.

In view of the seriousness of the situation we would like to know the steps that you will take to correct the present situation.

Sincerely,

AMAE Fact-finding Committee

Recommendation: We strongly recommend that the AMAE be involved in the planning of any programs designed for the Mexican-American student.

TF-27 - SPECIAL NEEDS OF MEXICAN-AMERICANS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF 27- 1. The school district should make available to all students, regardless of ethnic origin, texts and other educational materials concerning their cultural background.

TF 27- 2. The schools should provide sequential instruction in the history, culture, and social background of those students whose background is different form the teachers.

TF 27- 3. Many Mexican-American students have a negative self-image; therefore the school should recognize that it plays an important role in the building of a positive self-image in these students.

TF 27- 4. There is a need for Mexican-American teachers and counselors because they provide a positive image and have greater potential for relating better to the Mexican-American students.

TF 27- 5. All school personnel should communicate with the Mexican-American by going to where the Mexican-American is.

TF 27- 6. The schools should communicate to the Mexican-American the importance of becoming involved in democratic processes such as contributing to policymaking by working with boards of education and by participating in politics.

TF 27- 7. School personnel should be aware that tests are used by and for middle class individuals, and may not effectively predict future achievement of Mexican-American students as well as the personal opinion of a well educated professional who is aware of the problems of the Mexican-American.

TF 27- 8. School personnel need to be made aware of their negative preconceived views of the Mexican-American and also be made aware of the Mexican-American's tendency to feel that educators feel superior to him and see him in a lesser role.

TF 27- 9. Parents need to be aware of the extensive influence that they can have on the education of their children.

TF 27- 10. The district needs to provide physical facilities for Mexican-American students that are as adequate for learning as those in other parts of the district.

TF 27- 11. The district should take special care in selecting teachers for minority students and the district should encourage teachers with special talents for working with minority students to stay in that part of the district where the minority students are found, with incentives such as extra pay, better working conditions, and more recognition in the district.

TF 27- 12. Student lack of money should not exclude them from taking part in extracurricular activities.

TF 27- 13. More extensive use should be made of opinion and expertise of Mexican-American organizations and leadership such as the Association of Mexican-American Educators (AMAE) and Community Service Organization (CSO).